

AL-BAHER

IN

مع امتيائتي بالنجاح والتفوق
مستر وليد المصري
معلم خير رياضيات
م : ١٢٢٩٤٧٦٩٤٨



MATH

KINDERGARTEN

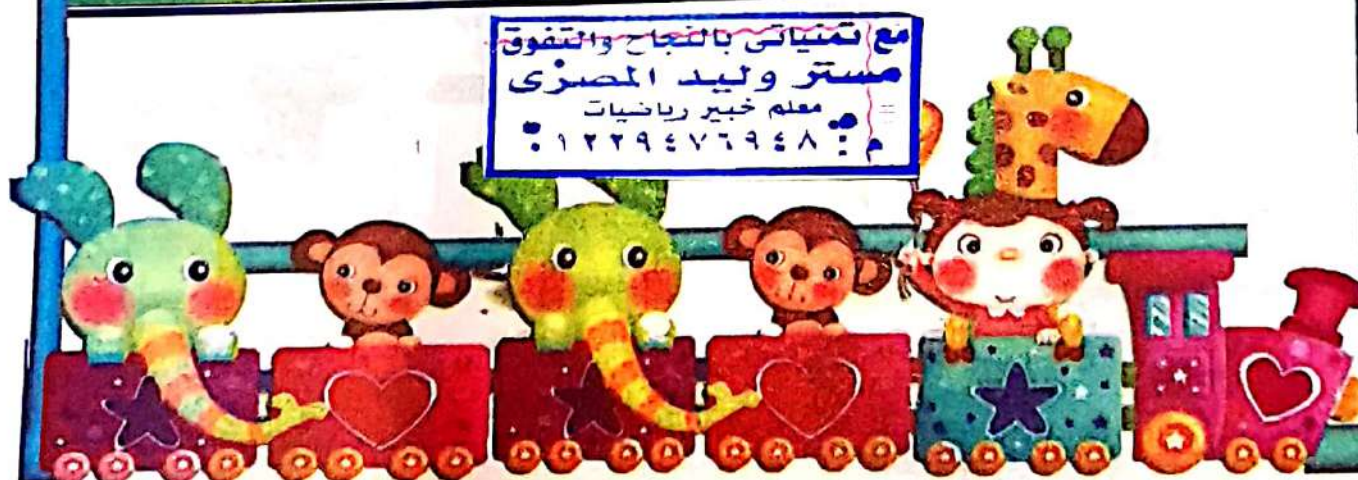
1

Second Term



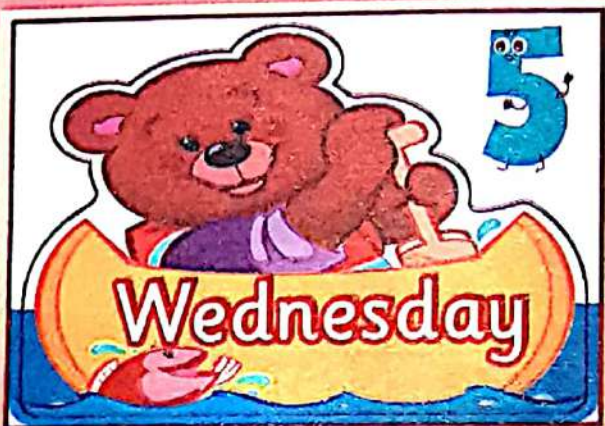
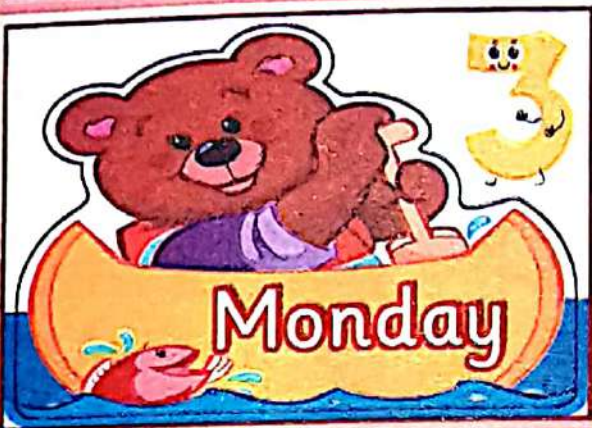
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Student's Materials

Days Of The Week



مع قسطنطين بالانجراح والفتوح
معلمين وليد المصيري

مع تسميات في تاريخ التفتوح
مسند وليد المصري
معلم خير رياضيات
١٢٢٩٤٧٠٩٤٨ = م

Months Of The Year



Chapter One



↳ Lessons (61 - 66) Analysis and synthesis of numbers up to (10)

↳ Lessons (67 - 70) 2-dimensional shapes (2D-shapes)

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Chapter (1)
Lessons
(61 - 66)

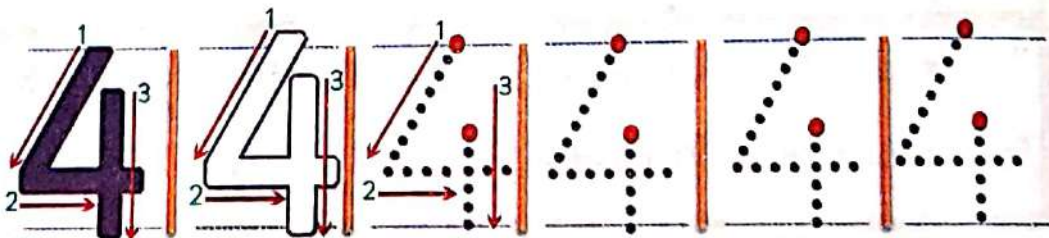
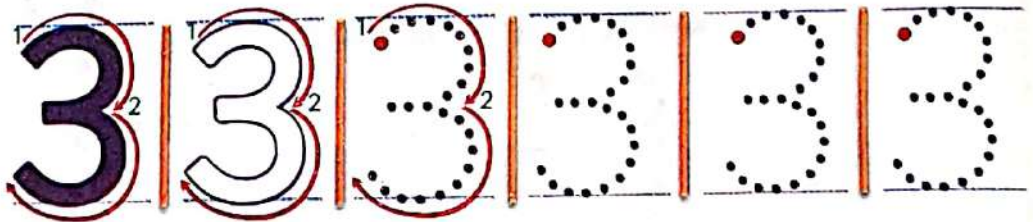
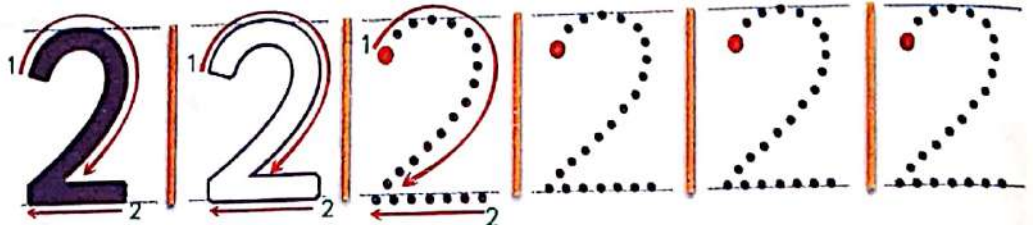
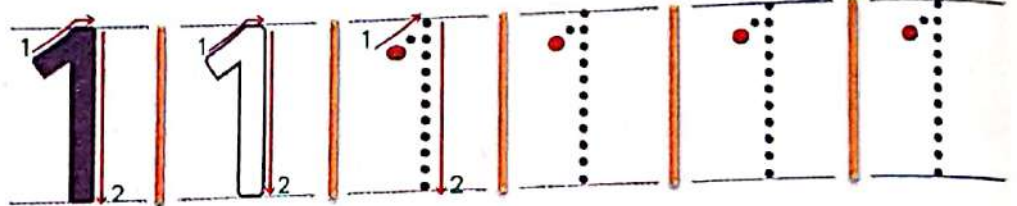
Analysis and synthesis of numbers up to (10)

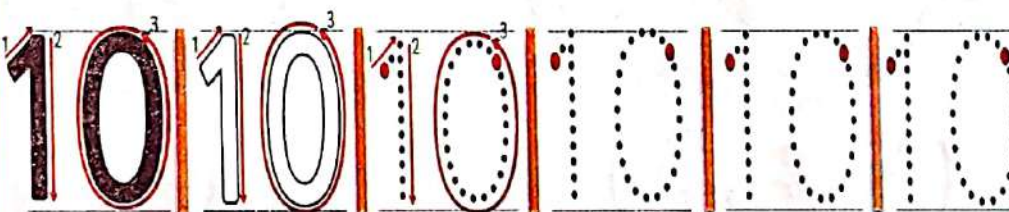
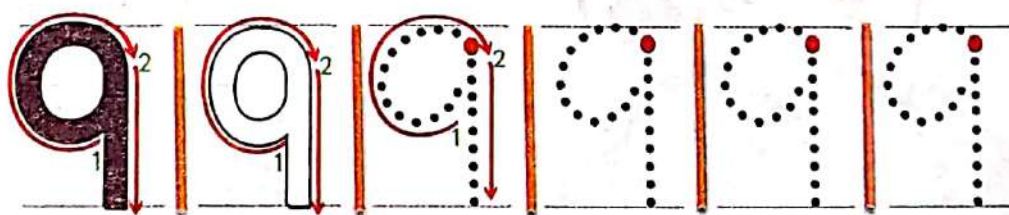
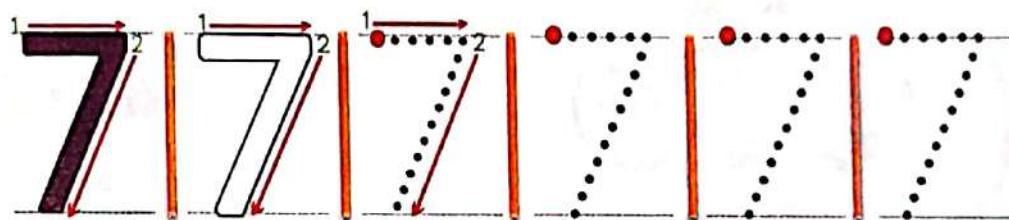
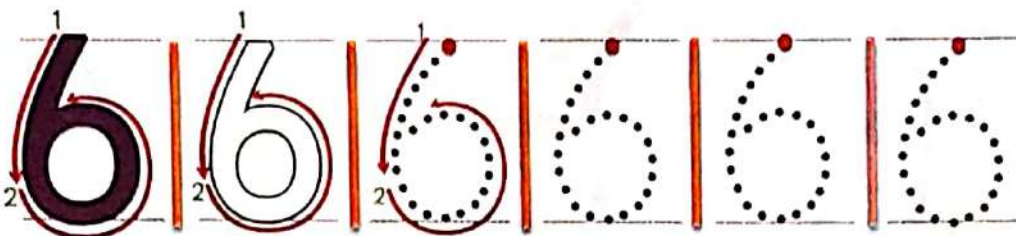
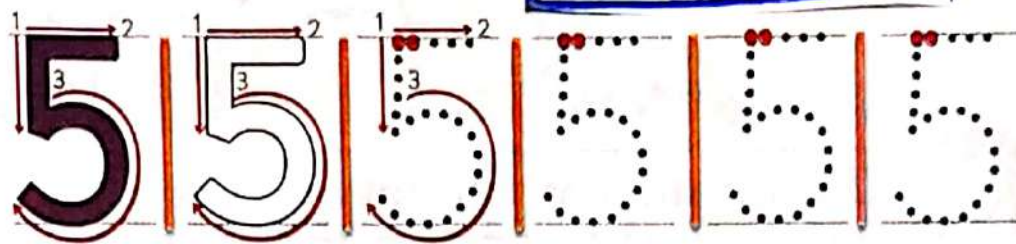
Outcomes

Students will:

- Participate In Calendar Math activities.
- Count from 1 to 10.
- Write numbers from 1 to 10.
- Decompose numbers within 10 into two groups.
- Determine whether two quantities are equal.
- Compose and decompose 10 using manipulatives.
- Identify equal groups.

Trace:





Activities

1 Choose the correct answer:



(4, 6, 5)



(4, 6, 7)



(2, 3, 4)



(3, 5, 7)



(5, 6, 7)



(8, 9, 10)

8

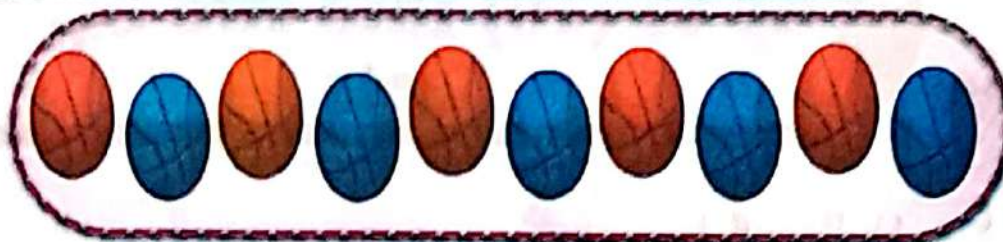
Math / Chapter (1) - Lessons (61 - 66)

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2

Count and circle according to the number:

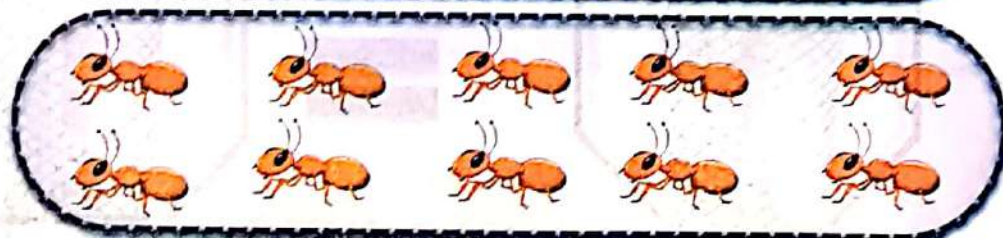
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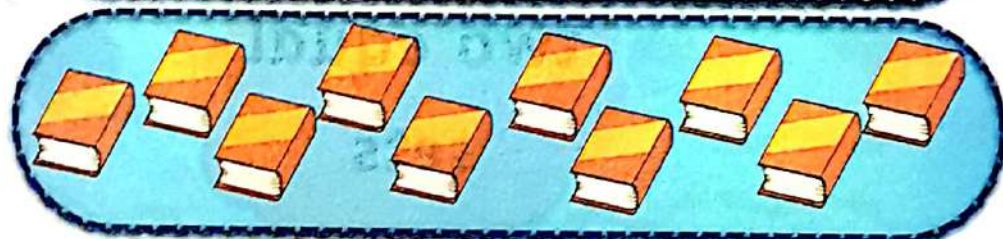
4



7



6



8



3



9



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Decomposing numbers up to (10) into two equal sets



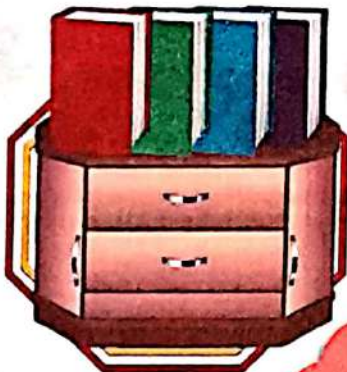
Notice & Learn:



=



two equal
sets



≠



two unequal
sets

Activities

1 Put (✓) for each two equal sets and (X) for unequal sets:



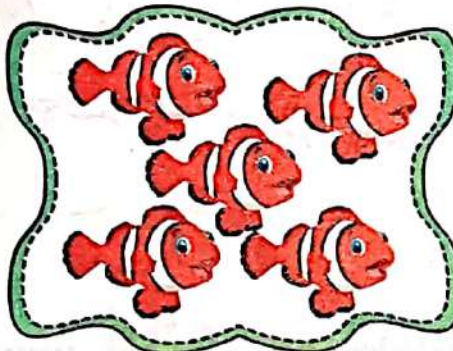
(X)



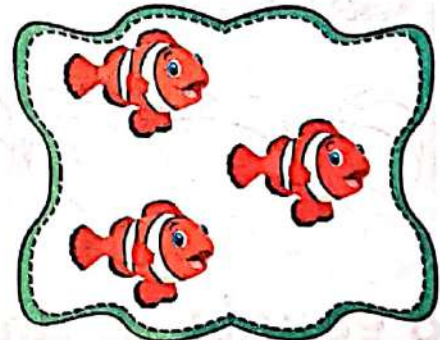
()



()



()



2

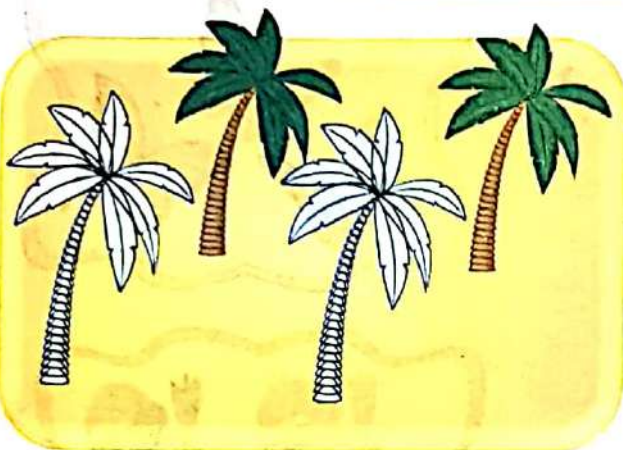
Color and complete as the example:



Example:



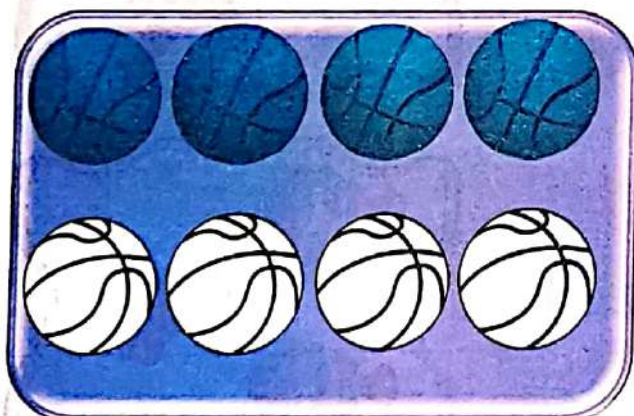
2 equals 1 and 1



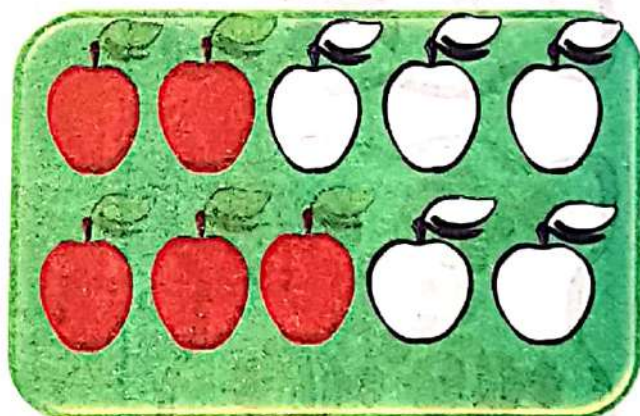
4 equals 2 and



6 equals and



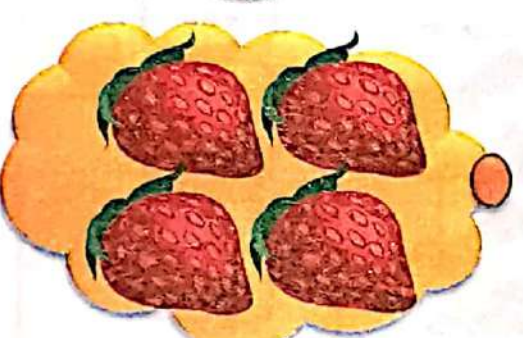
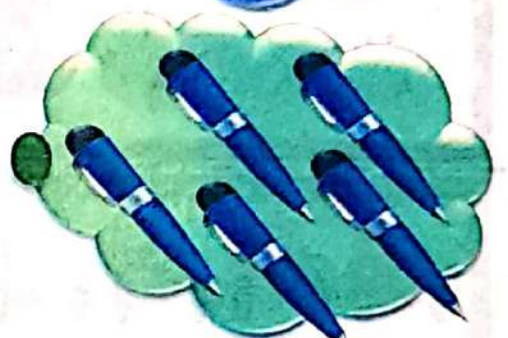
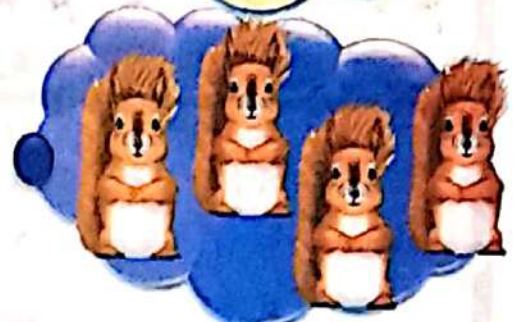
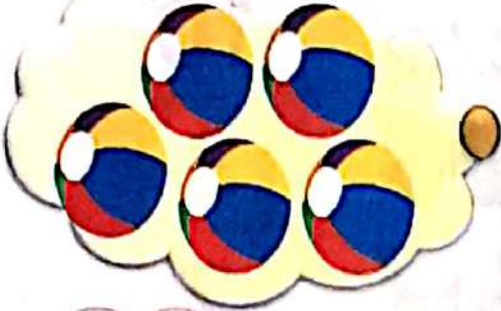
8 equals and



10 equals and

3

Match each two equal sets:



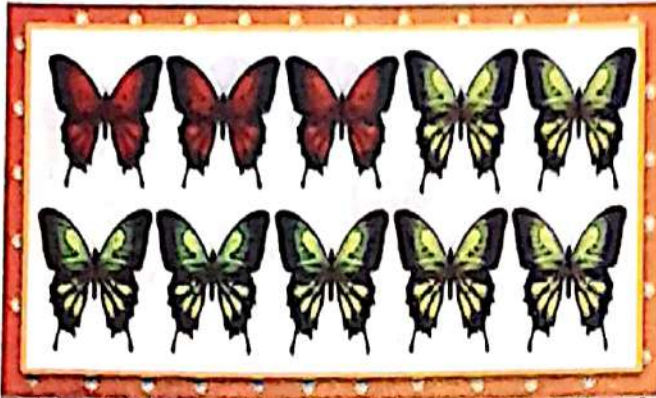
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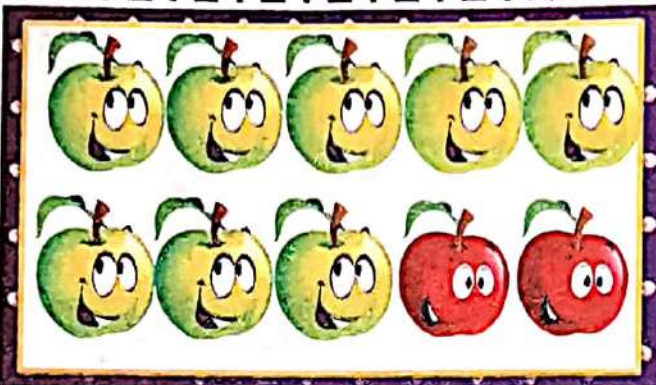
13

4

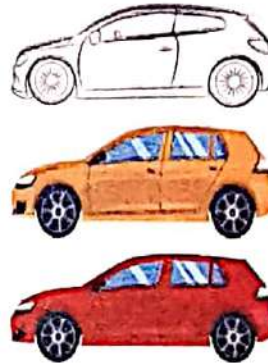
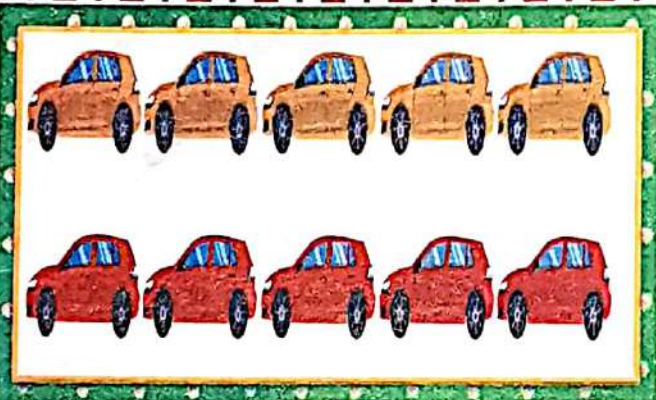
Complete as the example:



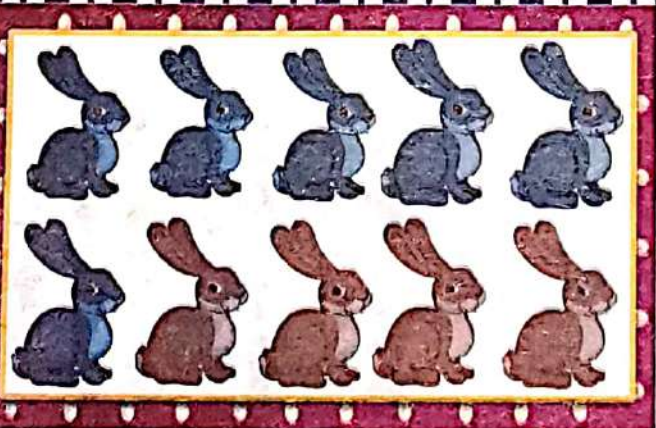
10
3
7



10
...
...



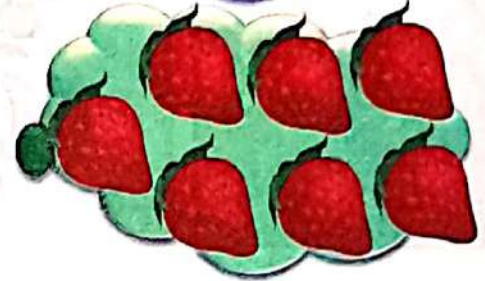
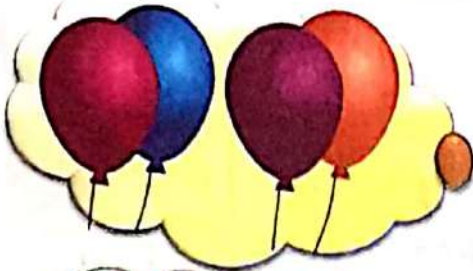
...
...
...



...
...
...

5

Match each two sets to make (10):

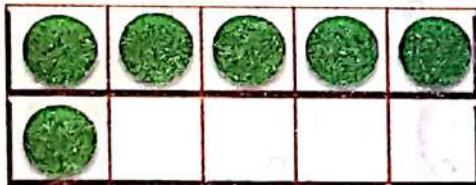
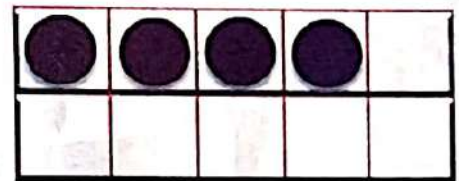


6

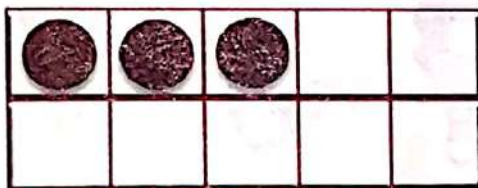
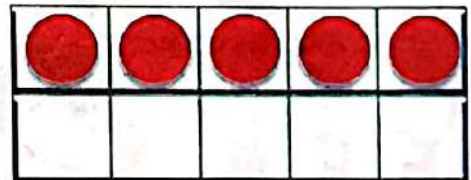
Complete the dots to make (10), then match as the example:



3 & 7

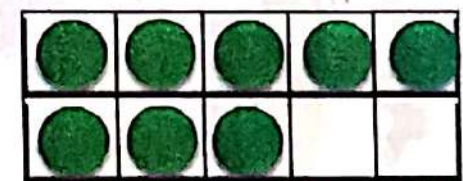


8 & 2



4 & 6

2 & 8



5 & 5

6 & 4

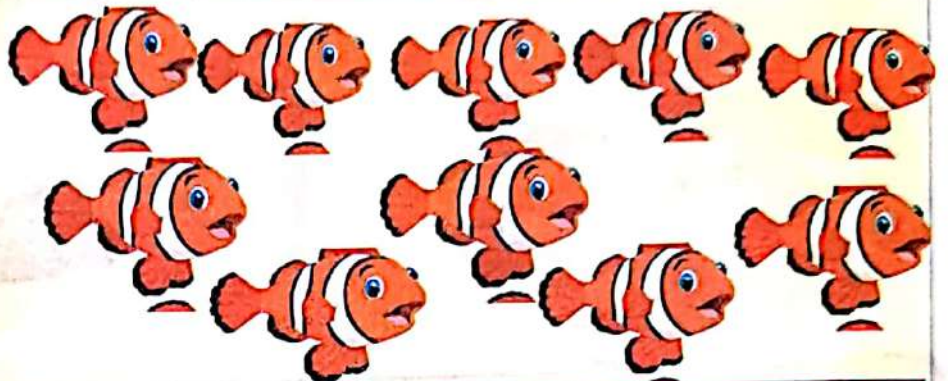
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7

Circle more objects to make (10):



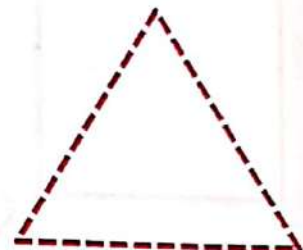
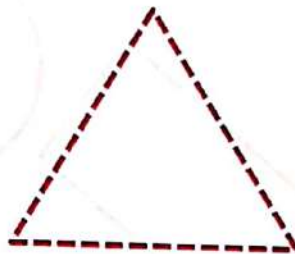
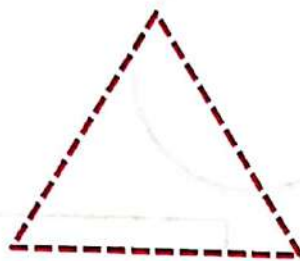
Chapter (1)
Lessons
(67 - 70)

2-dimensional shapes (2D-shapes)



Students will:

- Participate in Calendar Math activities.
- Name 2-dimensional shapes (triangle, circle, rectangle, square).
- Describe and demonstrate the position of an object using the terms above, behind, below, next to, beside, and in front of.



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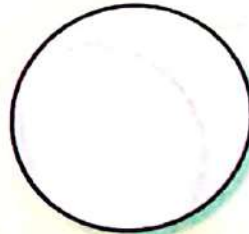
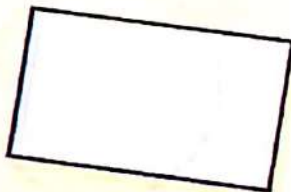
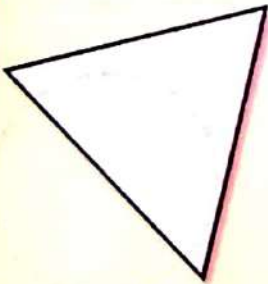
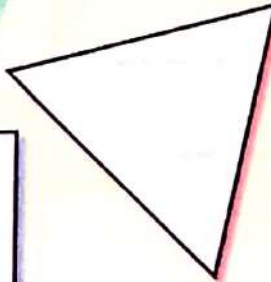
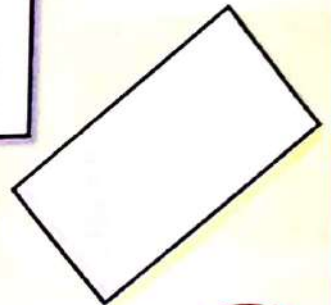
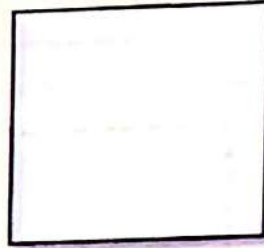
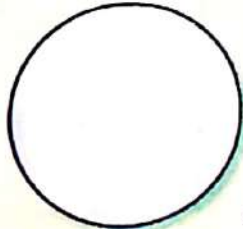
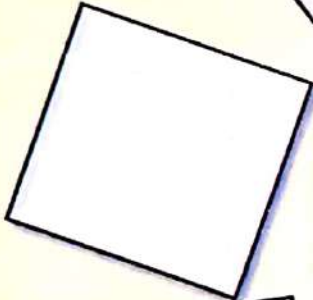
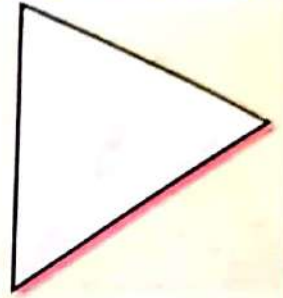
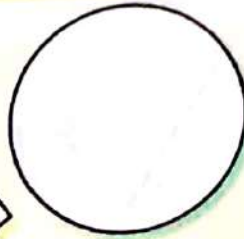
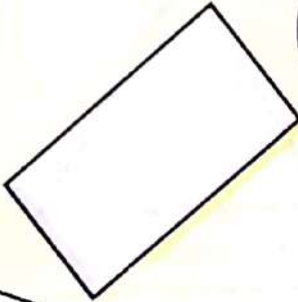
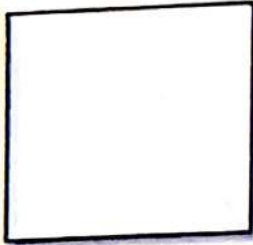
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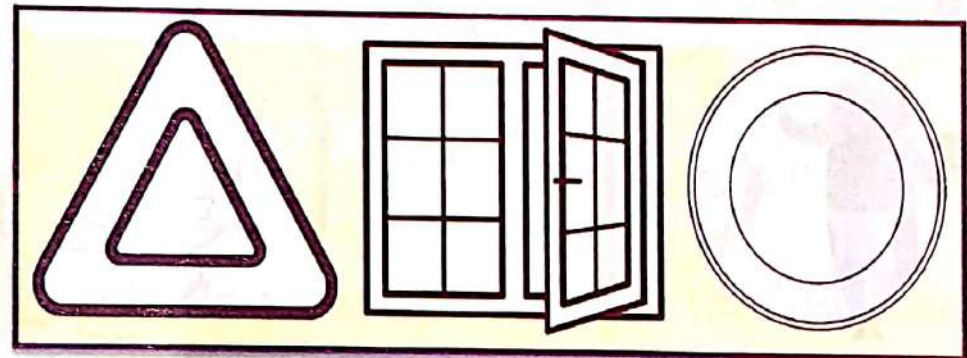
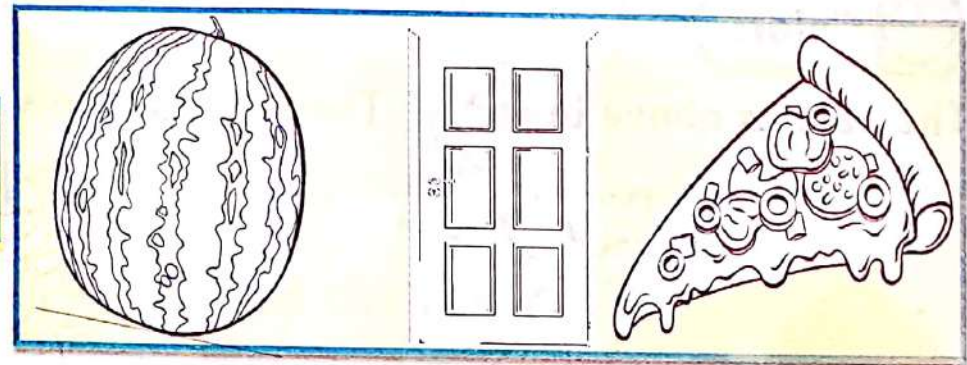
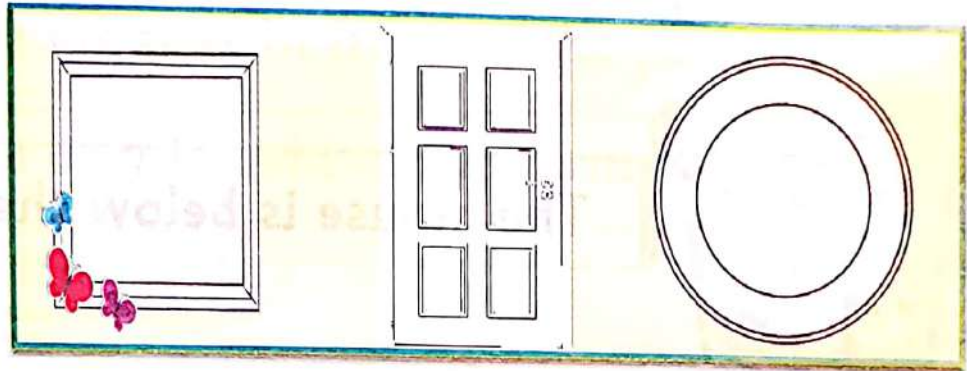
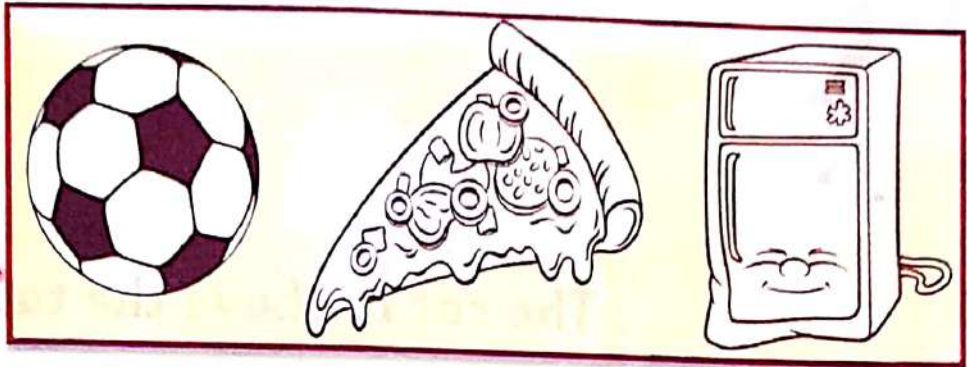
Activities



Color the same shapes in the same color:



2 Color the shape that looks like the given shape:



above / below



The cat is **above** the table.



The mouse is **below** the table.



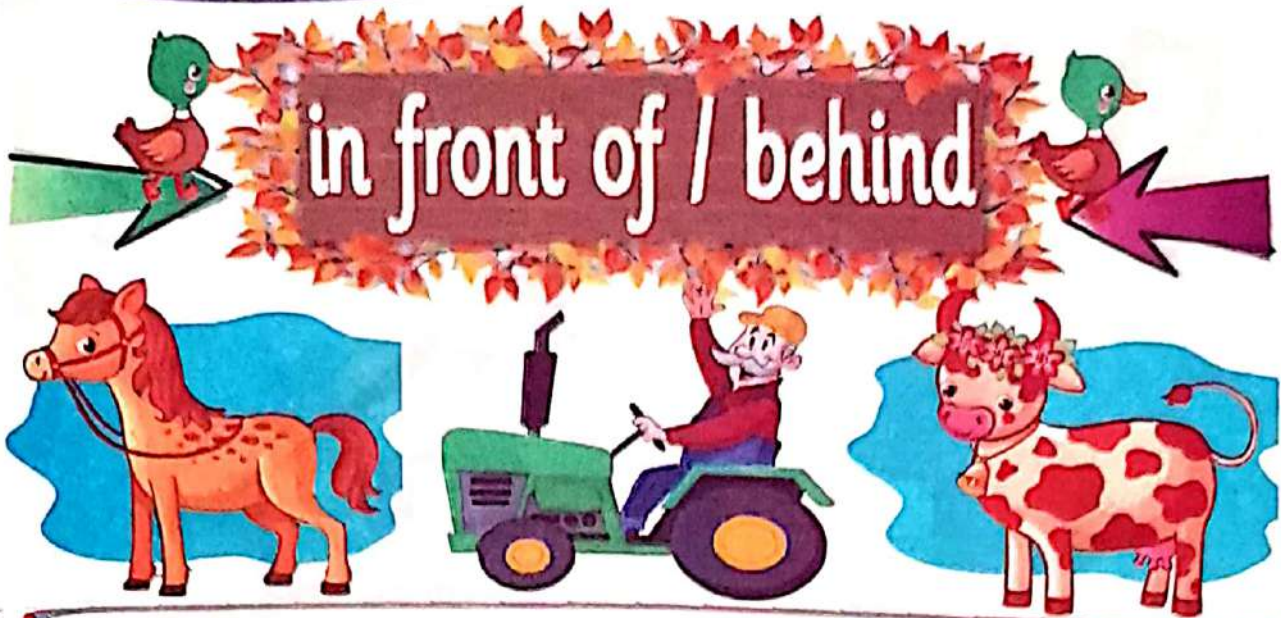
Color:

The objects **above** in **red**. The objects **below** in **yellow**.



Math / Chapter (1) - Lessons (67 - 70)

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The horse is **in front of** the farmer.

The cow is **behind** the farmer.



Color the objects:



Color the car **behind** the red car in **yellow**.

Color the car **in front of** the red car in **blue**.

Choose the correct answer:

1) The red car is **(in front of - behind)** the yellow car.

2) The red car is **(in front of - behind)** the blue car.



The boy is standing **beside** the yellow house.

The orange house is **next to** the yellow house.

Answer with Yes / No:



- 1) Is the orange house next to the yellow house? **Yes / No**
- 2) Is the boy next to the yellow house? **Yes / No**
- 3) Is the boy next to the orange house? **Yes / No**



Math / Chapter (1) - Lessons (67 - 70)

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Activities

1

Match to the suitable word:



behind

above

in front of



below

next to
or
beside

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2

Choose the correct answer:

- ☐ The girl is standing
(in front of - behind) the mirror.



- ☐ The donkey is walking
(behind - in front of) the farmer.



- ☐ The girl is sitting
(behind - in front of) the TV.



- ☐ The girl is sitting
(above - below) the umbrella.



- ☐ The boy is standing
(beside - above) the house.



Chapter Two



↳ Lessons (71 - 77) Ordinal numbers up to (fifth) / 2D shapes

↳ Lessons (78 - 80) Addition and subtraction

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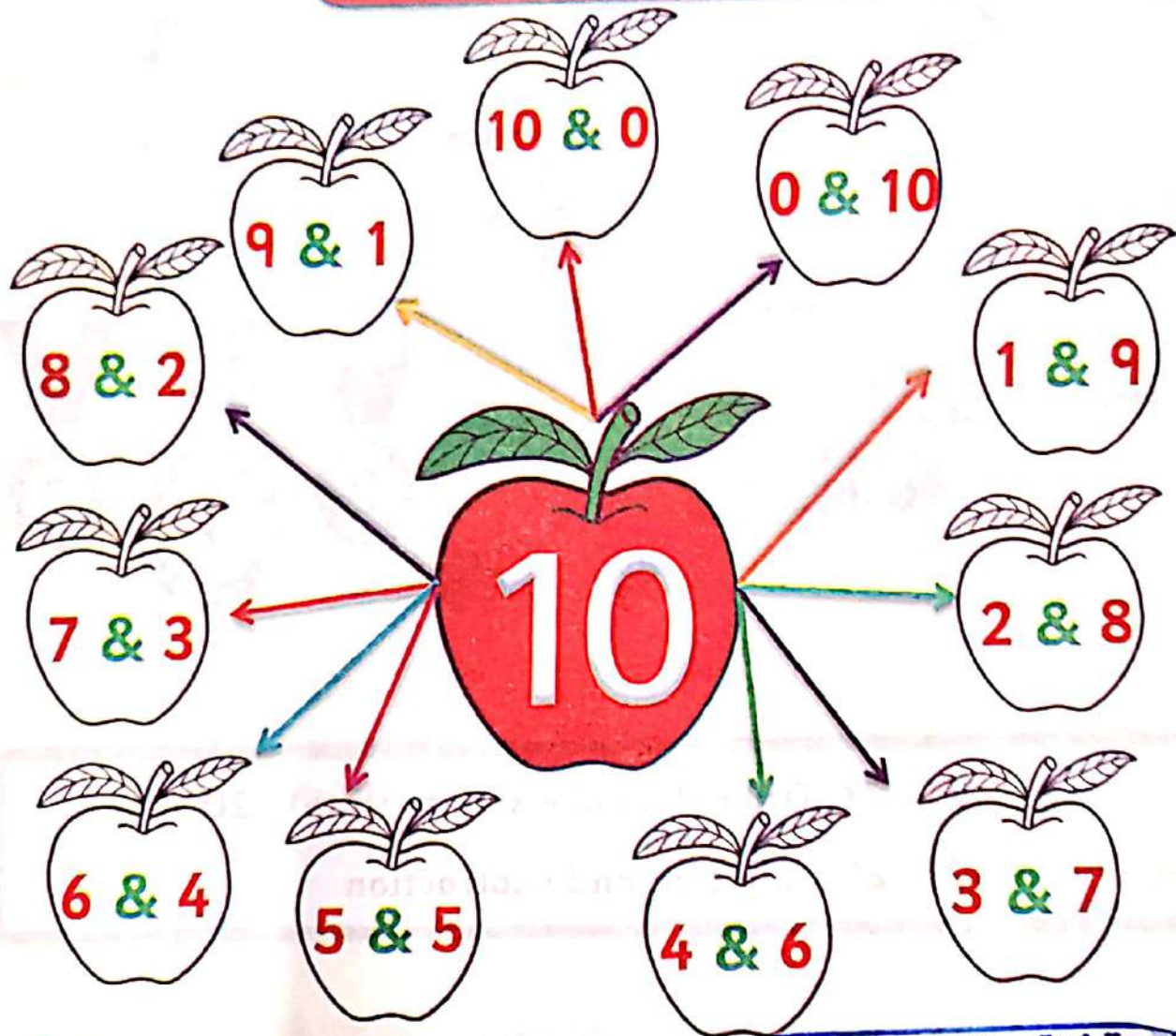
Chapter (2)
Lessons
(71 - 77)

**Ordinal numbers up to (fifth)
& 2D shapes**

Outcomes

Students will:







































































- Participate in Calendar Math activities
- Find the number of objects that make 10 when added to any number 1 through 9
- Compose 10 from two addends using manipulatives.
- Demonstrate understanding of ordinal numbers (first through fifth).
- Use ordinal numbers (first through fifth) to describe objects.
- Name 2-dimensional shapes circle, triangle, square, and rectangle.
- Combine simple shapes to compose original pictures.
- Use terms above, below, beside, in front of, behind, and next to.



Activities

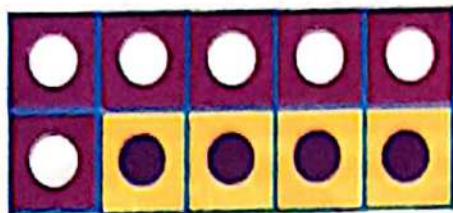


Color the left balls in different color and complete the table:

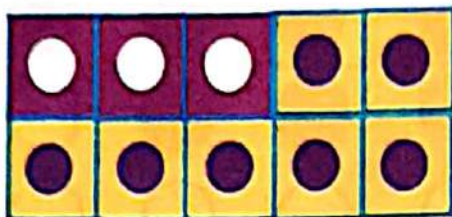
3	7					
						
4					
						
.....					
						
.....					
						
.....					
						
.....					
						
.....					
						

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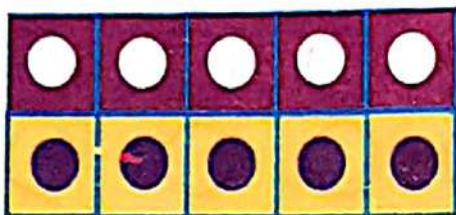
2 Match:



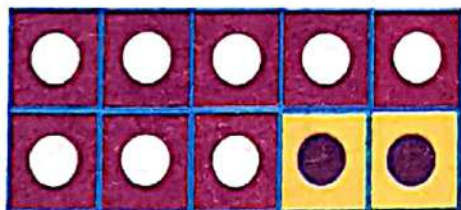
3 and 7
makes 10



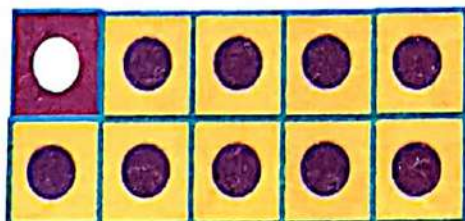
5 and 5
makes 10



6 and 4
makes 10

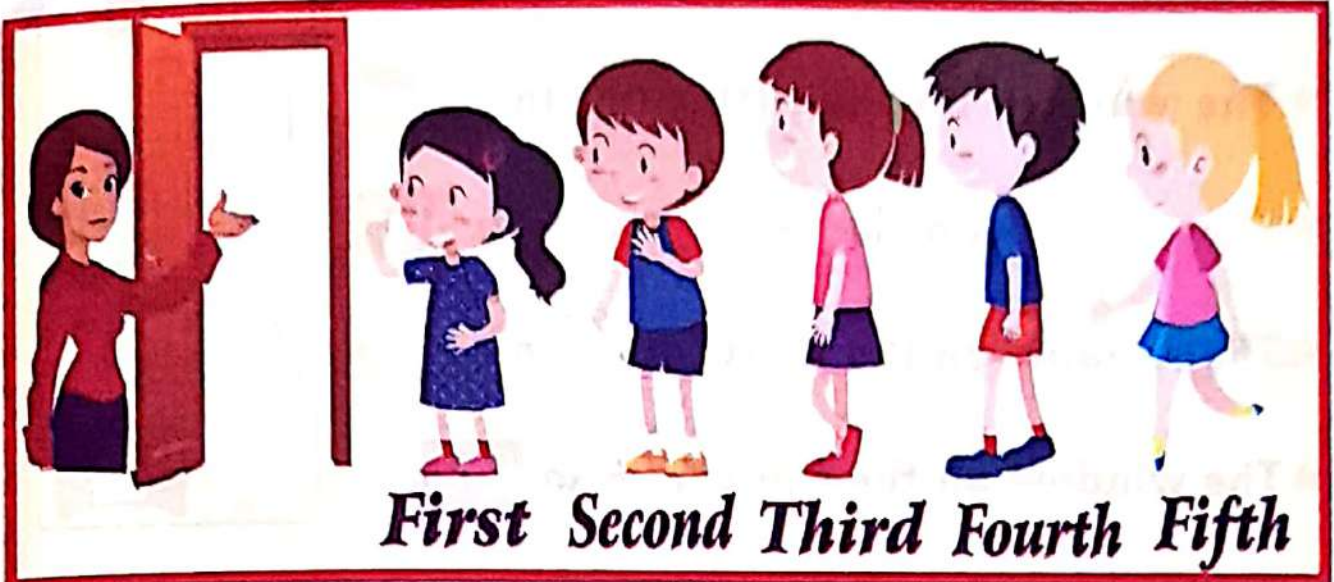


1 and 9
makes 10



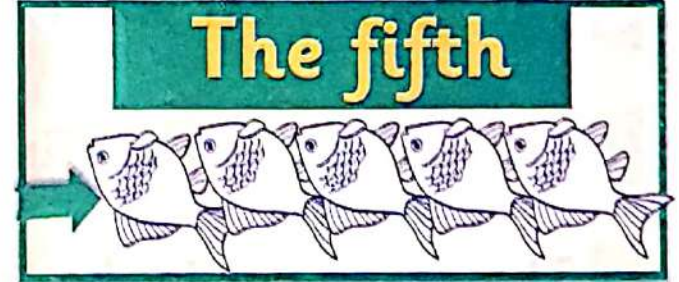
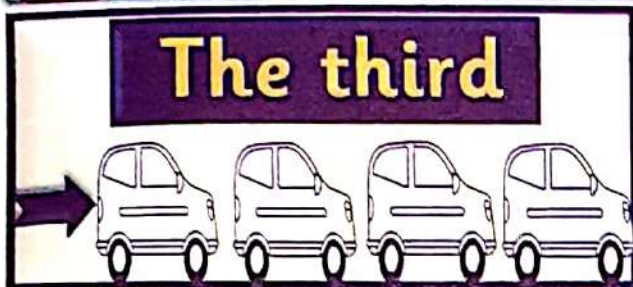
8 and 2
makes 10

Ordinal numbers up to (fifth)



1

Color according to the order:



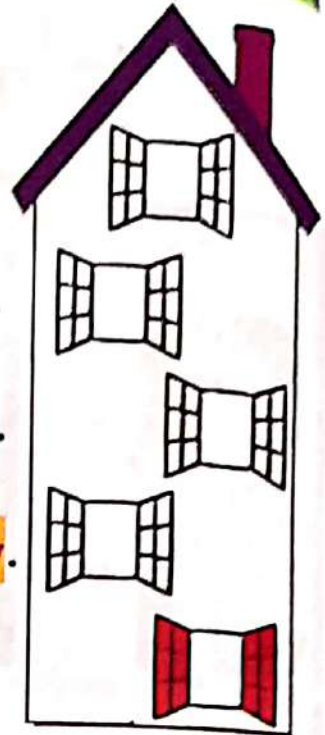
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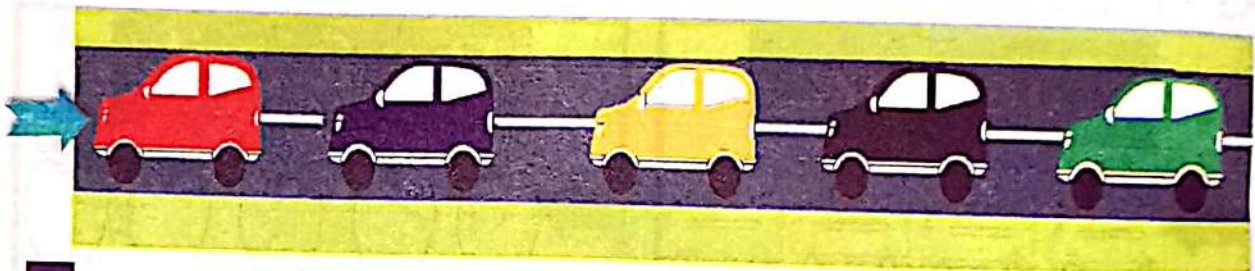
29

2 Color:

- ★ The window on the **first** floor in **red**.
- ★ The window on the **fifth** floor in **green**.
- ★ The window on the **second** floor in **blue**.
- ★ The window on the **fourth** floor in **yellow**.
- ★ The window on the **third** floor in **pink**.



3 Choose the correct answer:



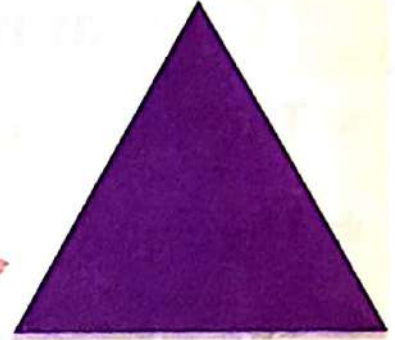
- 1) The **yellow** car is the (**second** – **third** – **fourth**).
- 2) The **red** car is the (**first** – **second** – **third**).
- 3) The **green** car is the (**third** – **fourth** – **fifth**).
- 4) The **blue** car is the (**second** – **third** – **fourth**).



2D Shapes



Circle



Triangle



Square



Rectangle

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Activities

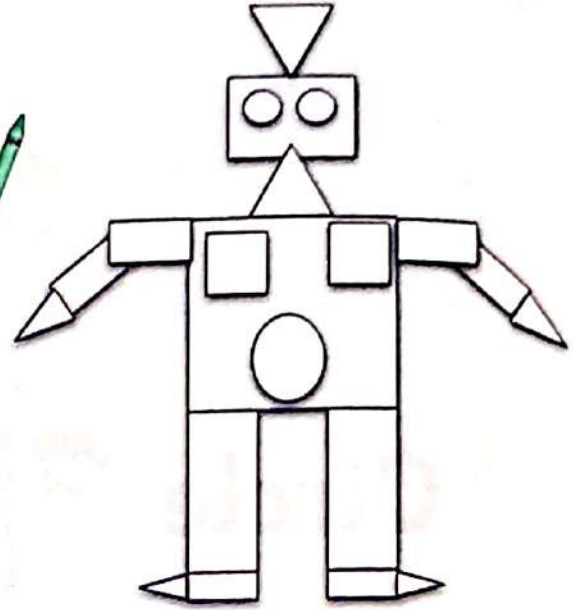
1 Color as required:

★ The triangles in green.

★ The squares in blue.

★ The circles in orange.

★ The rectangles in red.



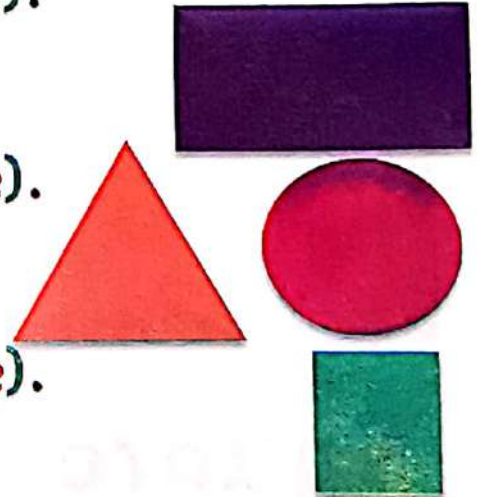
2 Look at the shapes and choose the correct answers:

★ The rectangle is above the
(square – circle – rectangle).

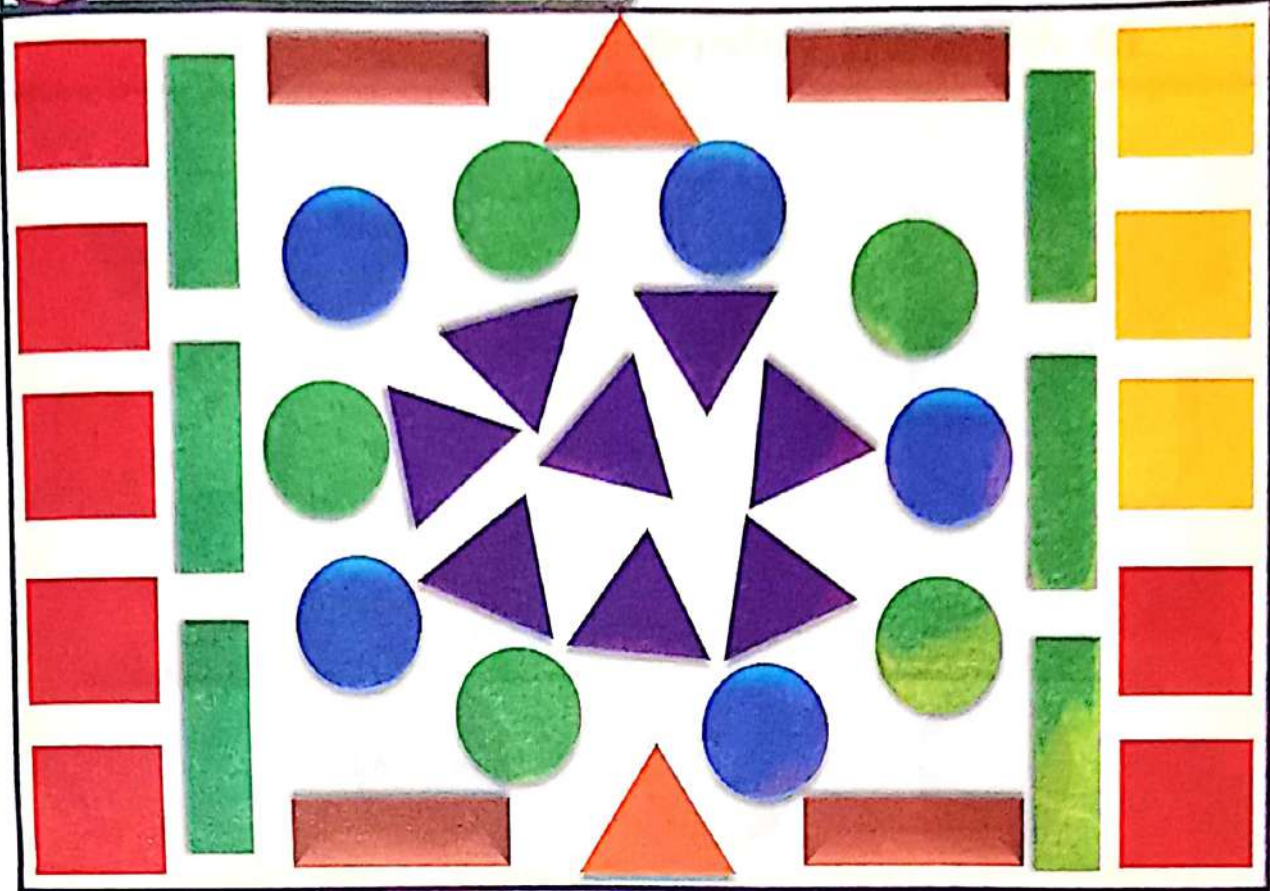
★ The square is below the
(square – circle – rectangle).

★ The triangle is next to the
(rectangle – square – circle).

★ The circle is below the
(rectangle – square – circle).



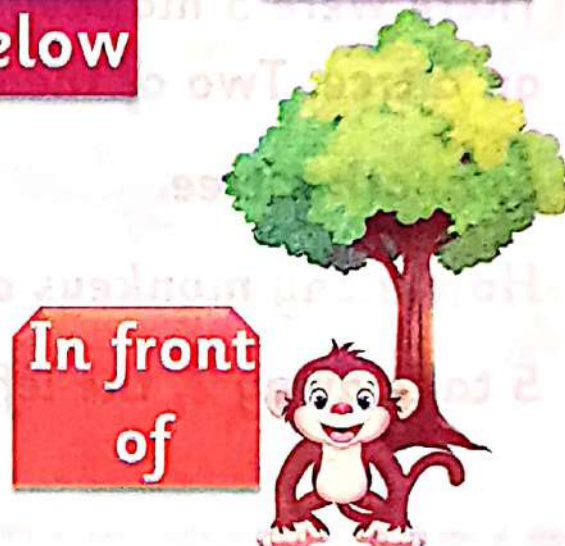
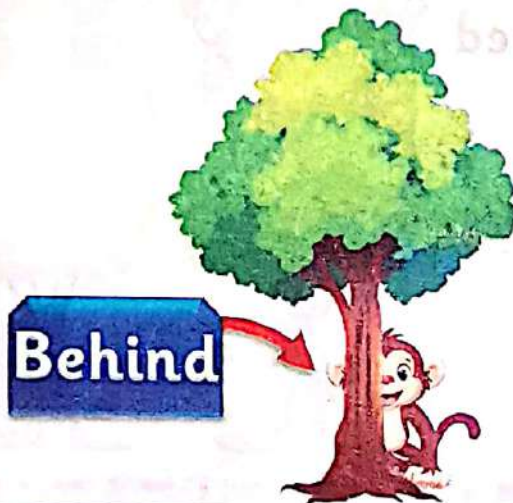
3 Notice then answer:



- 1) The number of **red** squares is
 The number of **yellow** squares is
 The total number of squares is
- 2) The number of **purple** triangles is
 The number of **orange** triangles is
 The total number of triangles is
- 3) The number of **green** rectangles is
 The number of **brown** rectangles is
 The total number of rectangles is
- 4) The number of **green** circles is
 The number of **blue** circles is
 The total number of circles is

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Positions



Draw a ball in front of the cat and a rose behind the cat, then color them in different colors:



Addition and subtraction using the number line

Outcomes

Students will:

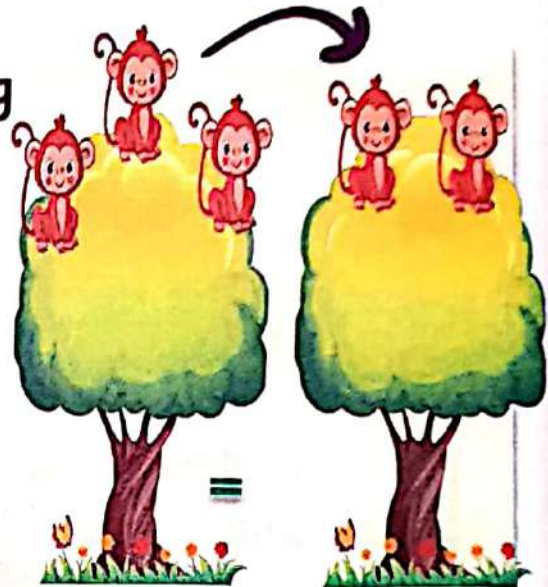
- Participate in Calendar Math activities.
- Apply strategies to solve subtraction problems.
- Subtract within 5 using objects, drawings, and manipulatives.
- Add and subtract within 10 using the number line.

Subtracting within 5

★ There were 5 monkeys standing on a tree. Two of them jumped to another tree.

How many monkeys are left?

5 take away 2, the left is 3



★ Hana had 4 apples, one of them fell to the ground.

How many apples are left?

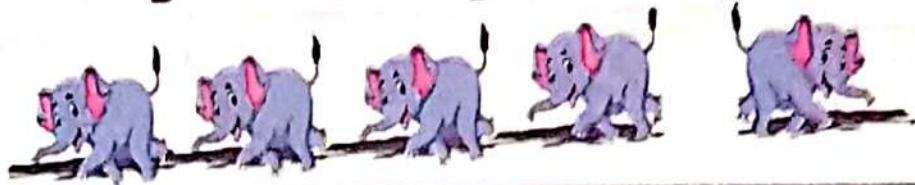
4 take away 1, the left is 3



Activities

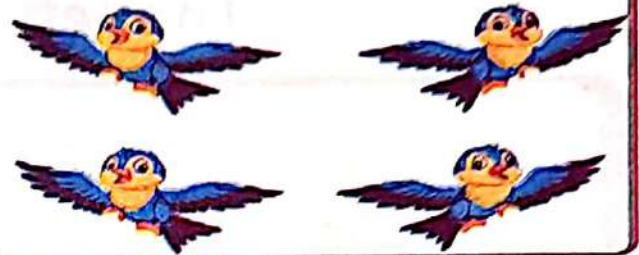
1 Write the left:

5 take away 1. The left is



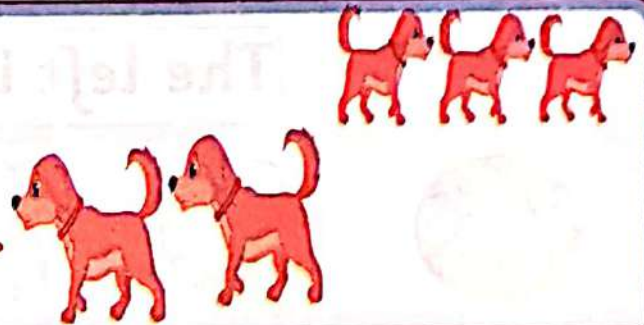
4 take away 2.

The left is



5 take away 3.

The left is



3 take away 1.

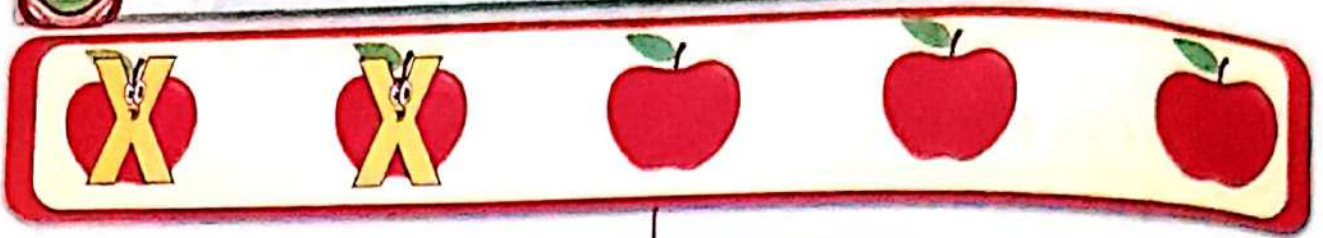
The left is



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2

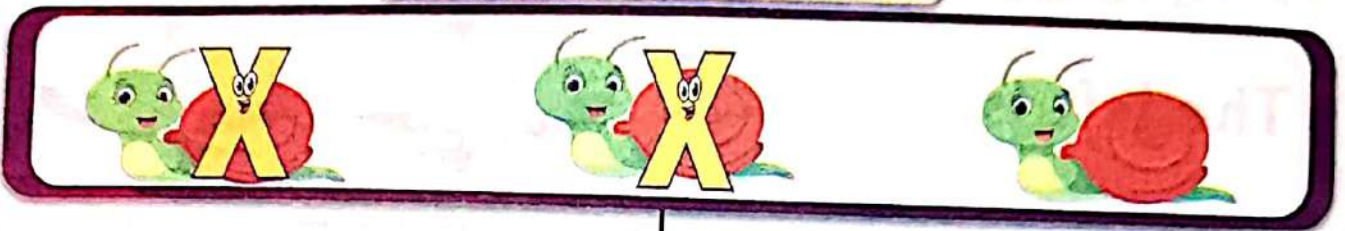
Find the left as in the example:



The left is3.....



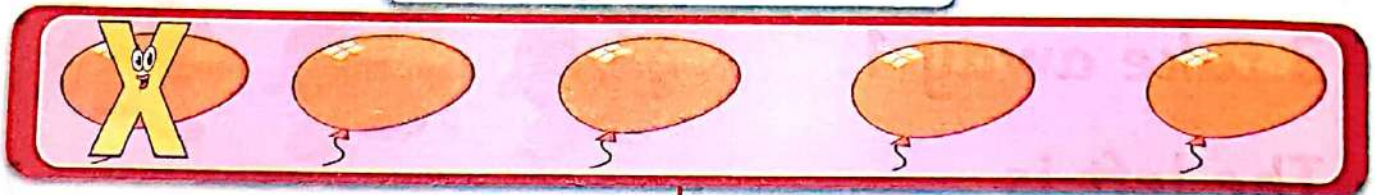
The left is



The left is



The left is



The left is



Put (X) and find the left as the example:

Cancel



The left is



Cancel



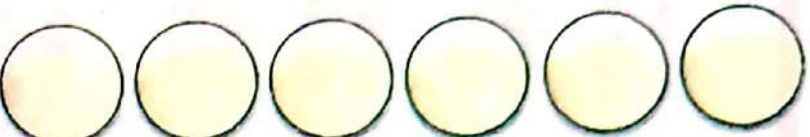
The left is



Cancel



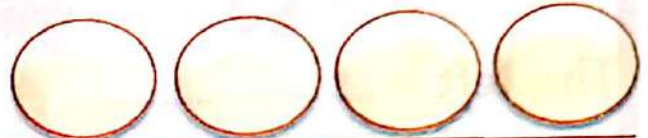
The left is



Cancel



The left is



Cancel



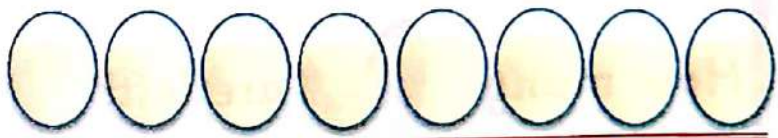
The left is



Cancel



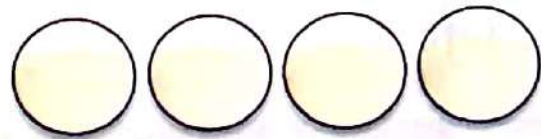
The left is



Cancel



The left is



8



4



flew. How many are left?



The left =

.....



4



2



went away.

How many are left?



The left =

.....



3



2



flew away.

How many are left?



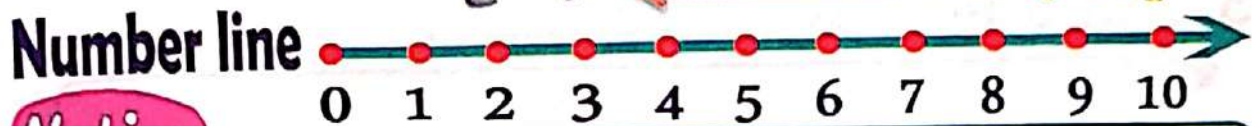
The left =

.....



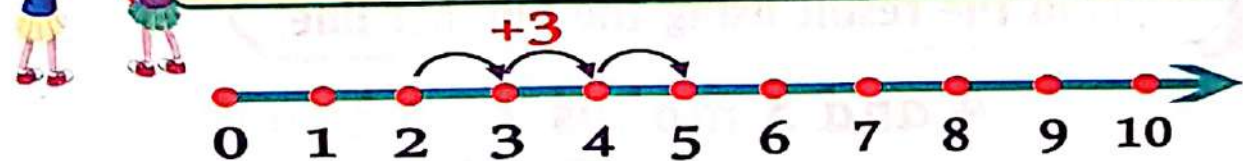
Addition and subtraction within (10) using the number line

Forward strategy



Notice

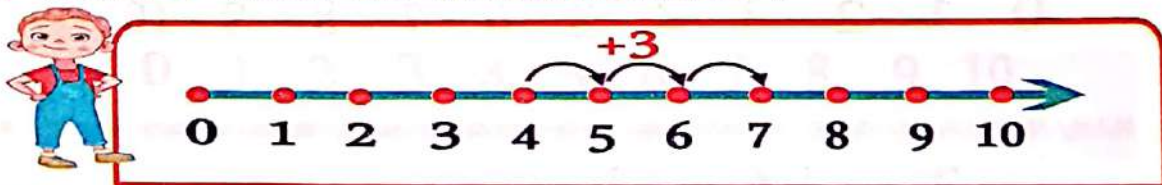
When we start at 2 (for example) and hop forward 3 hops, we get the number 5.



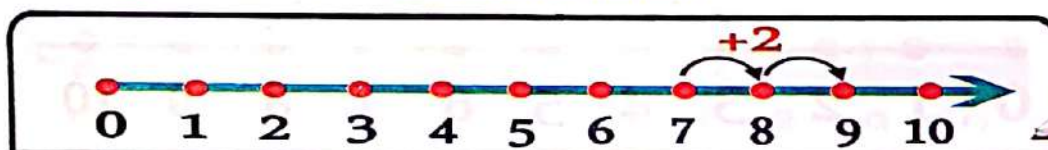
Activities

① Using the number line, find the result:

4 and 3 makes 7

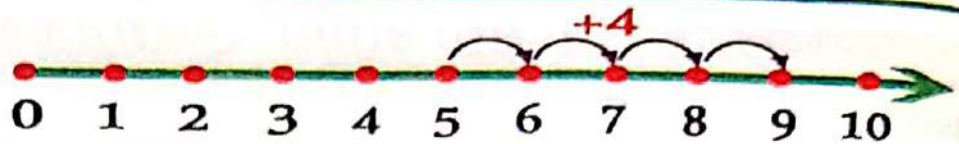


7 and 2 makes

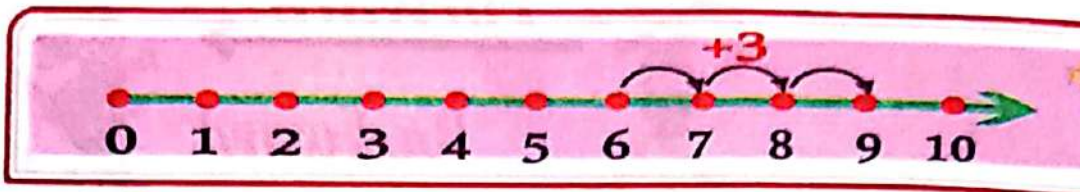


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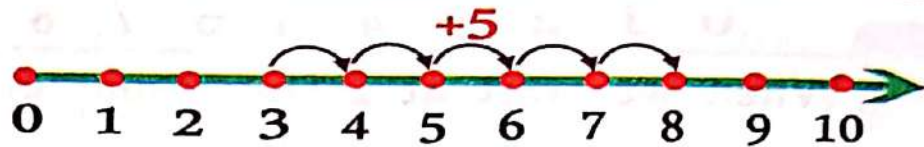
5 and 4 makes



6 and 3 makes

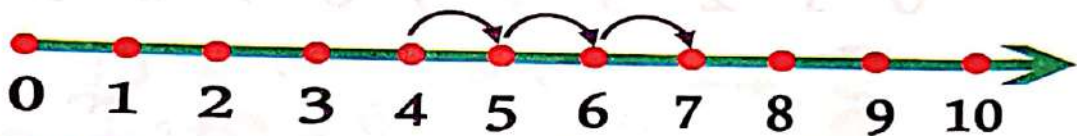


3 and 5 makes

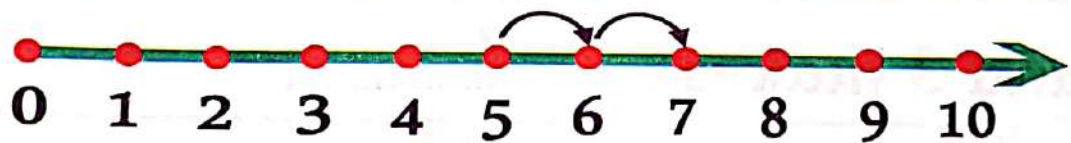


2 Find the result using the number line:

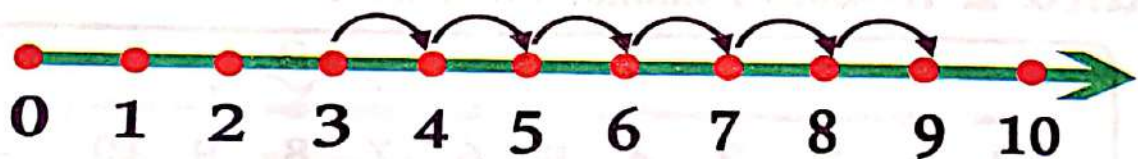
4 and 3 makes 7



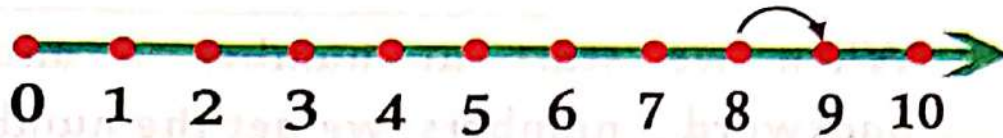
5 and 2 makes



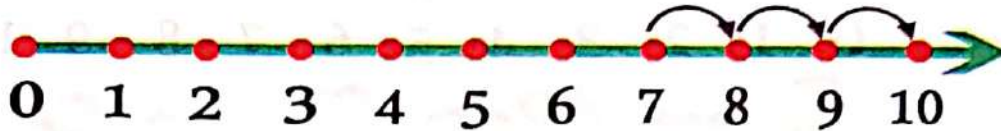
3 and 6 makes



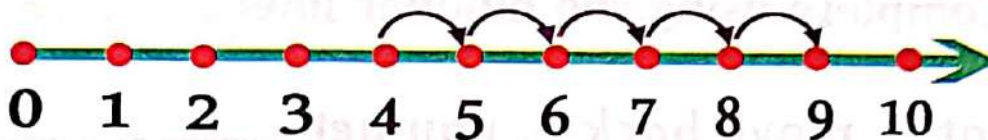
8 and **1** makes



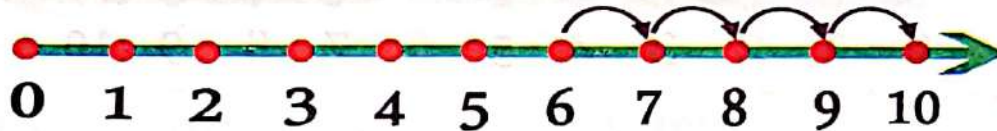
7 and **3** makes



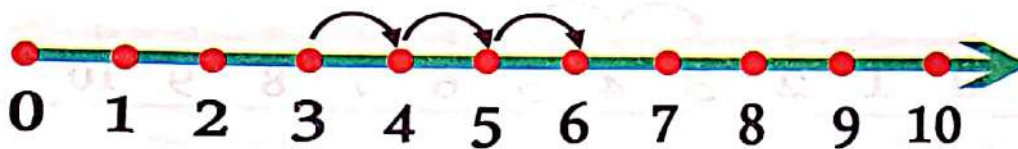
4 and **5** makes



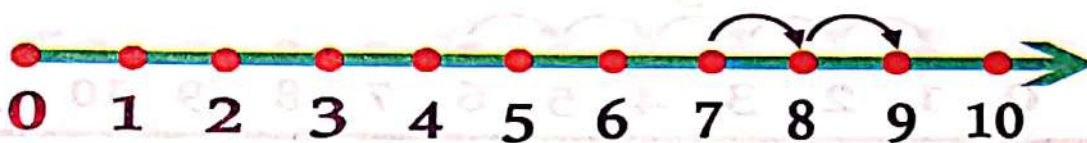
6 and **4** makes



3 and **3** makes



7 and **2** makes

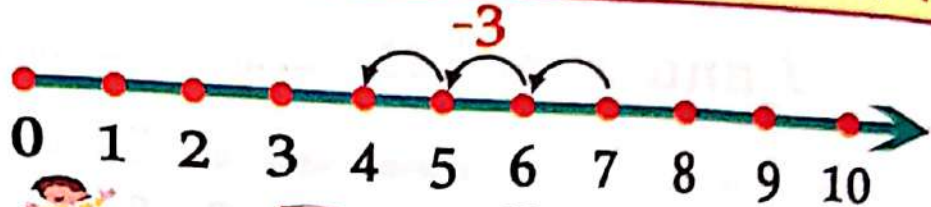


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Backward strategy

Notice

When we start at number 7 and move backward 3 numbers, we get the number 4.

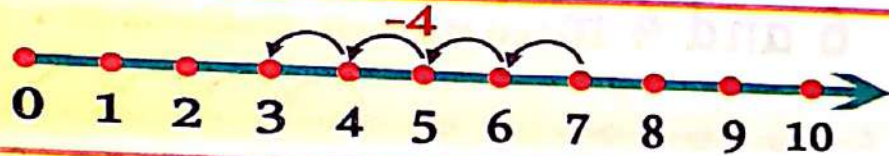


Activities

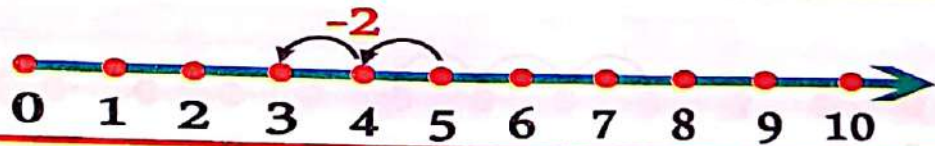
1

Complete using the number line:

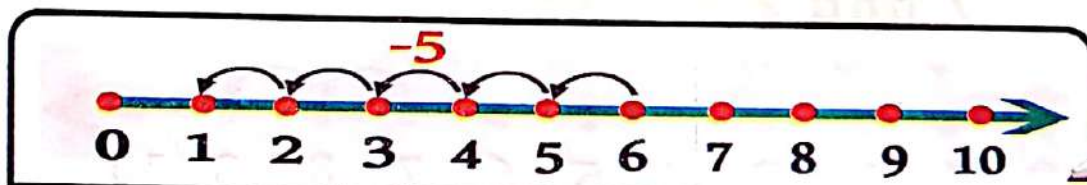
Start at 7, move back 4, you get



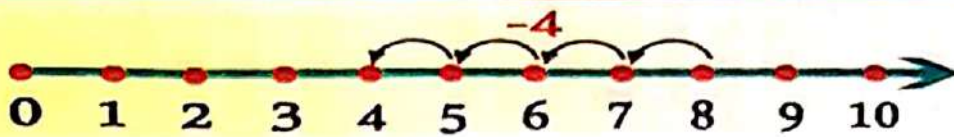
Start at 5, move back 2, you get



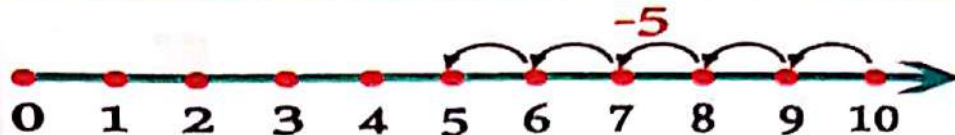
Start at 6, move back 5, you get



Start at **8**, move back **4**, you get

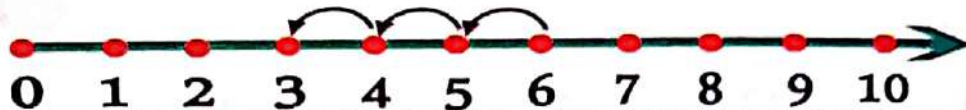


Start at **10**, move back **5**, you get

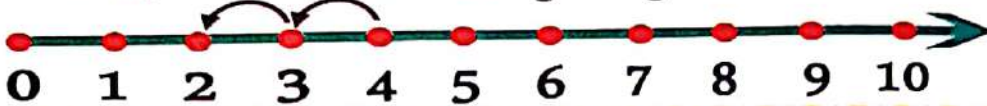


Complete using the number line:

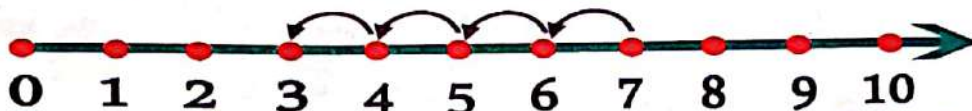
Start at **6**, move back **3**, you get



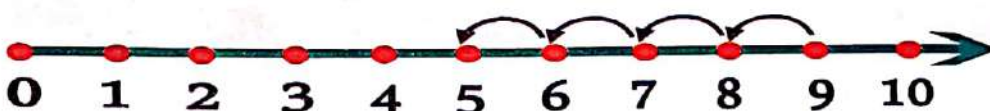
Start at **4**, move back **2**, you get



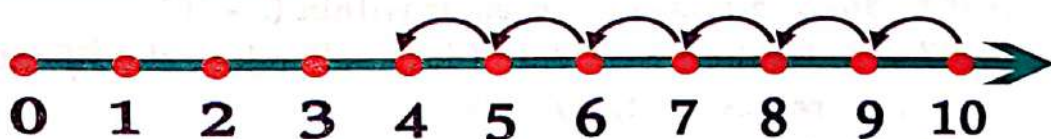
Start at **7**, move back **4**, you get



Start at **9**, move back **4**, you get

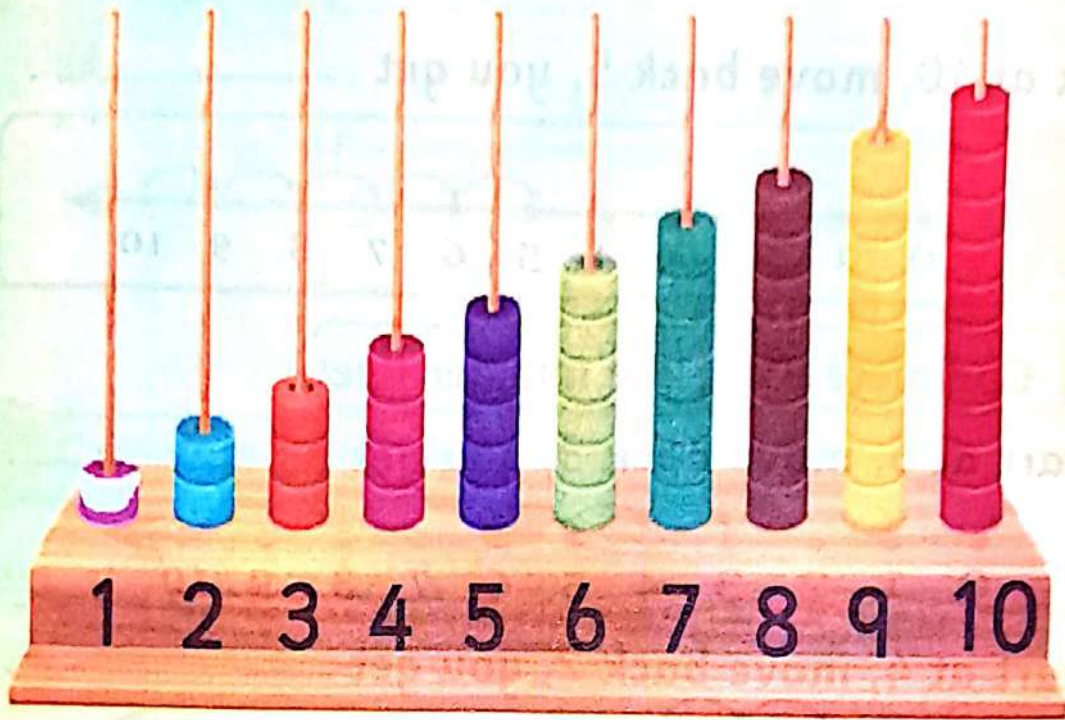


Start at **10**, move back **6**, you get



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Chapter Three



- ↳ Lessons (81 - 86) Subtraction strategies within (5 - 10)
- ↳ Lessons (87 - 88) Dealing with data (data collection, classification, representation)
- ↳ Lessons (89 - 90) Money Notes

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Chapter (3)
Lessons
(81 - 86)

Subtraction strategies within (5 - 10)

Outcomes

Students will:






- Participate in Calendar Math activities.
- Apply strategies to subtract within 5.
- Create and illustrate a subtraction problem.
- Draw triangles, squares and circles.
- Apply strategies to subtract within 10.
- Use math vocabulary and strategies to explain their thinking.

★Hoda has 3 balloons and Mona has one balloon. What is the difference between them?

3 balloons take away 1, the left is 2.
or the difference is 2.



Subtract and write the left as the example:

Color		The left
2		3
3	
1	
4	
5	

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Concepts of subtraction

1) Subtracting: What is the left?

Jana had 5 apples, she ate 3 of them. **How many apples are left?**

The left is: 2 **apples**.



There were 6 birds on a tree, 3 of them flew away. **What is the left number of birds on the tree?**

The left birds are: **birds**.



My mother divided a pizza into 8 pieces, she gave my sister 4 pieces.

The left pieces are: **pieces**.



Ahmed had 7 pounds, he gave his younger sister 5 pounds.

The left pounds with him are:

..... **pounds**.



2) Whole / Part. How many specific things:

Sally had 7 pens, she lost some of them. The remainder is 3 pens.

The number of the lost pens is:
4 pens.



Sara had 10 balloons. Some of them exploded. The left balloons are 3.

The number of exploded balloons is:
.....



8 bees were flying together. Some bees flew away. There are 6 bees left.

How many bees flew away?
.....



3) Comparing / How many more / How many less:

Rana has 3 oranges. Her sister has 7 oranges. **How many more oranges does her sister have?**

The number of extra oranges is:

.....**4**..... oranges.



Nora has 5 flowers and her sister has 3 flowers.

How many less flowers does her sister have?

..... flowers.



Kareem ate 8 bananas in one day, on the next day he ate 3 bananas.

How many more bananas did he eat on the first day?

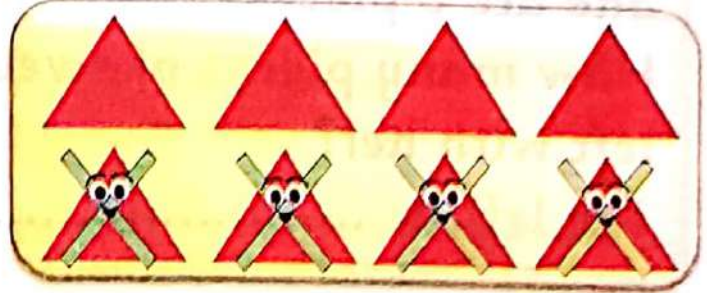
..... banana.



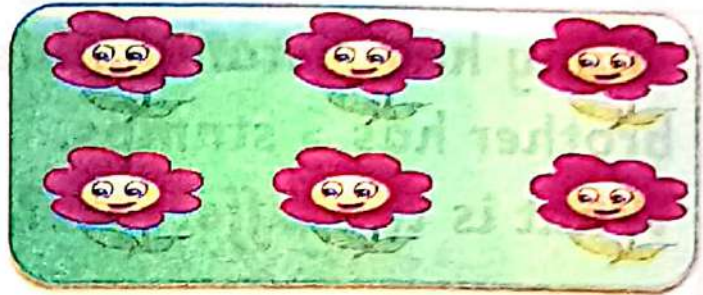
Activities

1 Cross and write the left as the example:

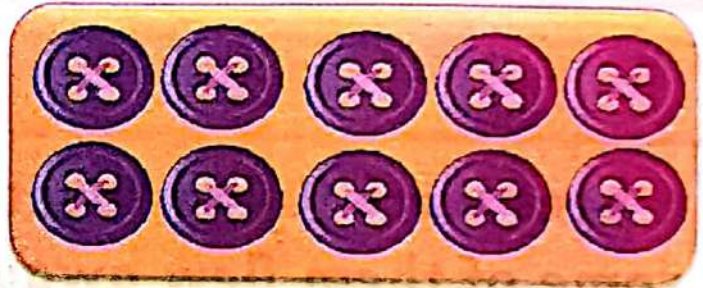
8 cancel 4,
the left is 4



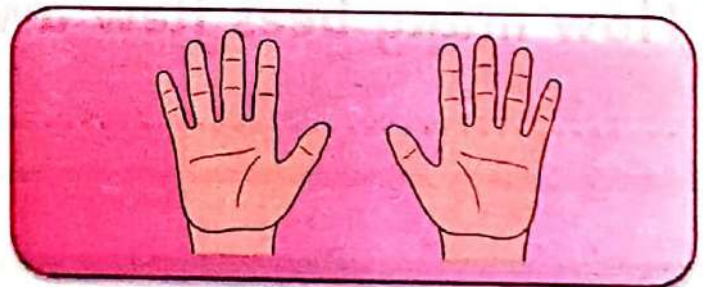
6 cancel 2,
the left is



10 cancel 5,
the left is



10 cancel 3,
the left is



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2 Solve these problems:

Maha had 9 pieces of sweets.
She ate 6 pieces.

How many pieces of sweets are left with her?

The left is:



Samy has 7 stamps, his
brother has 3 stamps.

What is the difference?

.....



6 bees were flying together,
some of them flew away.

Now the left bees are 3.

How many bees flew away?

.....



Chapter (3)
Lessons
(87 - 88)

Dealing with data

(data collection, classification, representation)

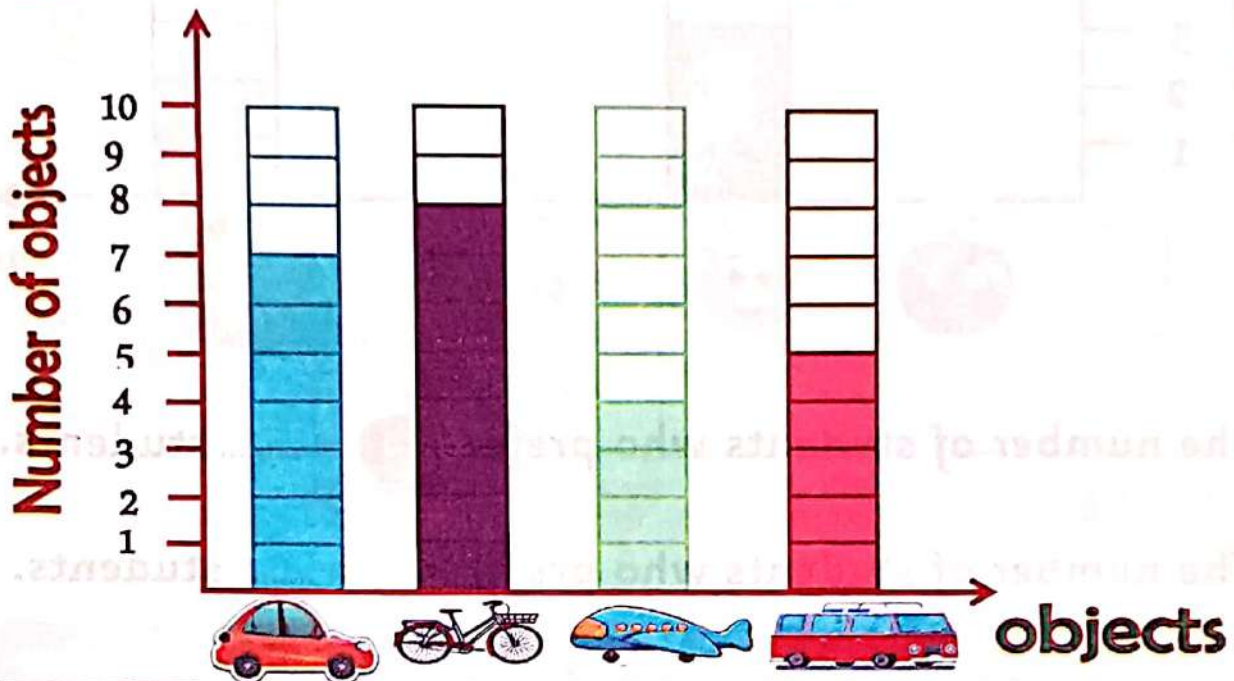
Outcomes





Students will:

- Participate in Calendar Math activities.
- Collect, count, and record data.
- Classify data.
- Compare two-dimensional and three-dimensional shapes.
- Identify three-dimensional shapes: spheres, cubes, and cones.
- Sort three-dimensional shapes.

1

Complete using the bar graph:

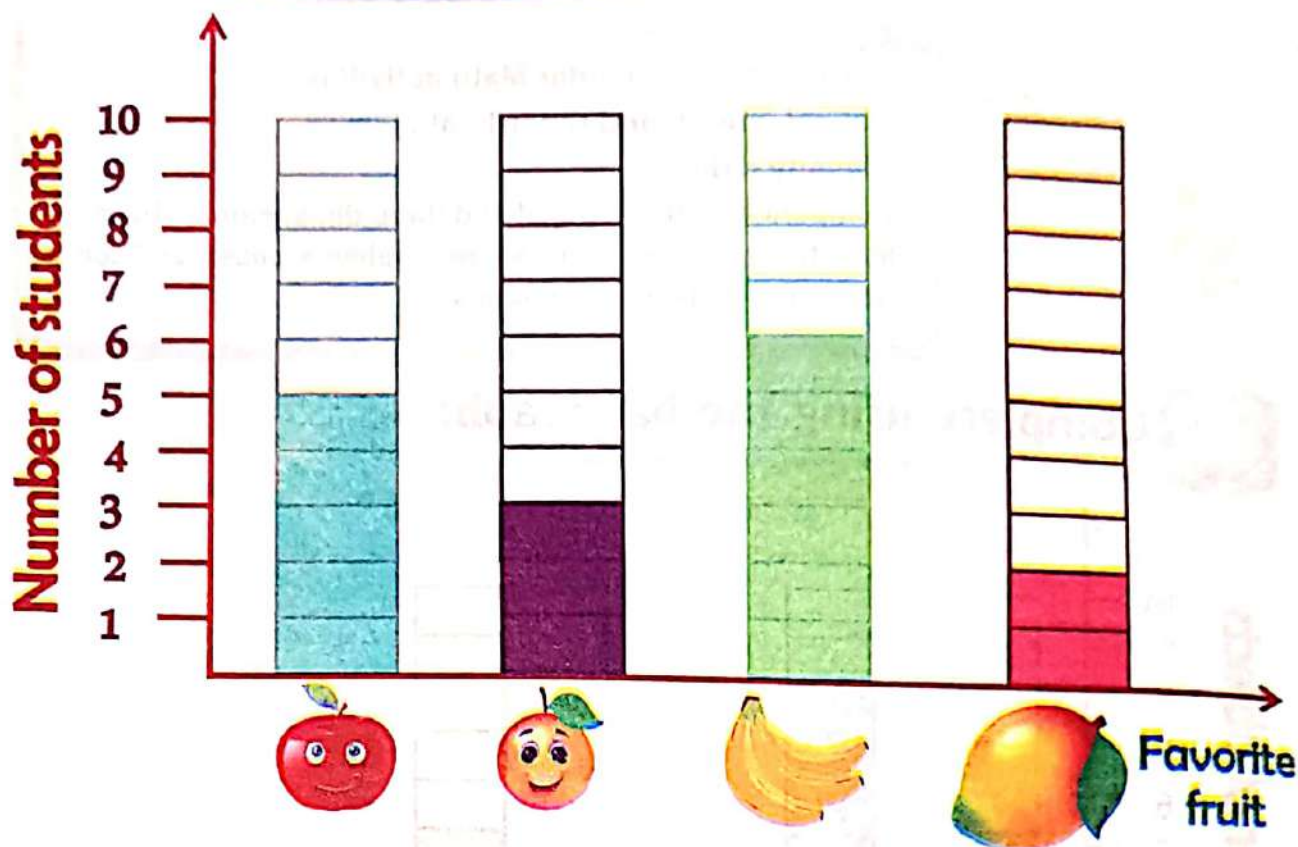


object				
Number of objects	7





Look at the bar graph, then complete:

Favorite fruit



↪ The number of students who prefer  = students.

↪ The number of students who prefer  = students.

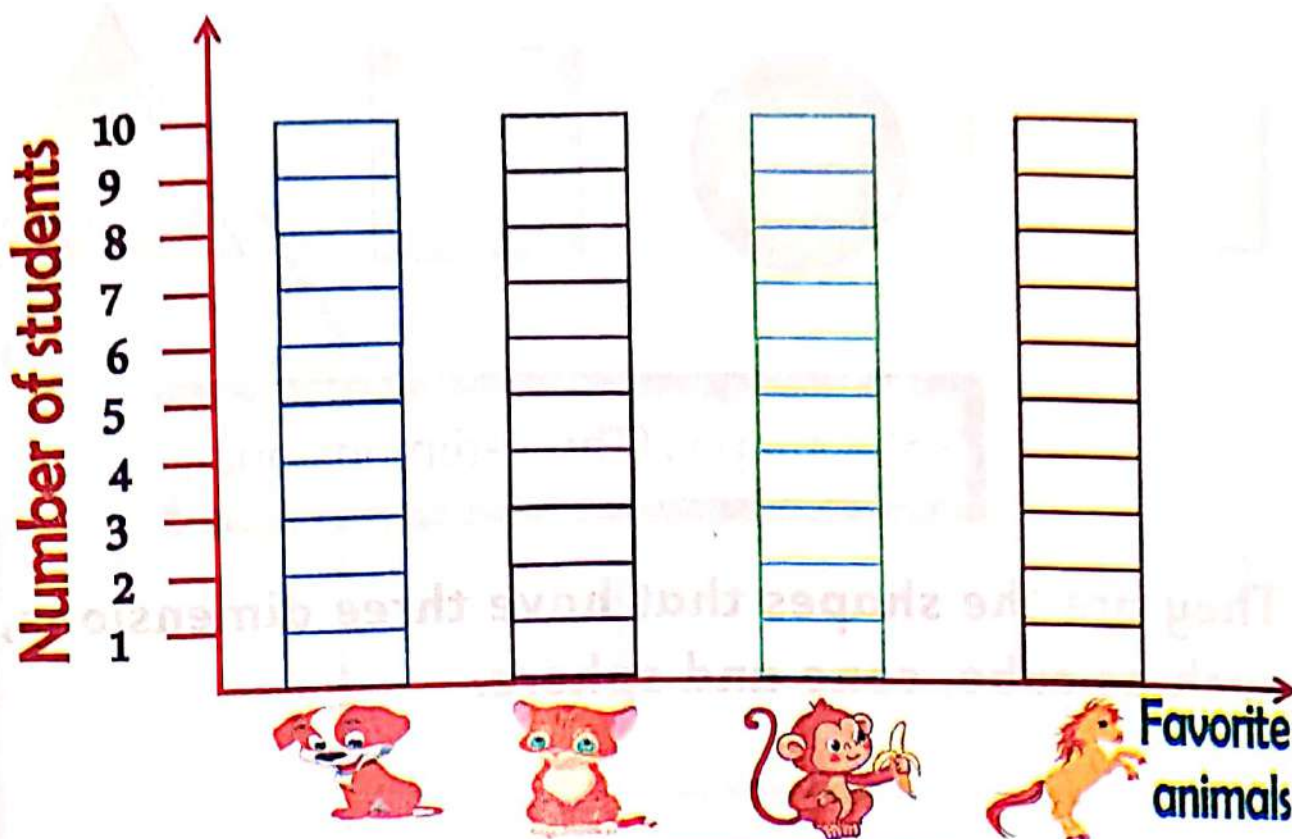
↪ The most favorite fruit is ( - ).

↪ The least favorite fruit is ( - ).

3

Look at the table and complete the bar graph:

Favorite animals				
Number of students	2	4	7	8



The most favorite animal is:



The least favorite animal is:



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Flat shapes (Two-dimensional) and Solid shapes (Three-dimensional)

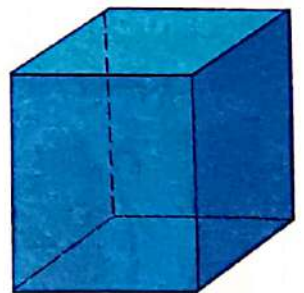
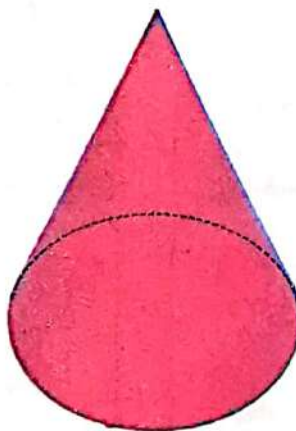
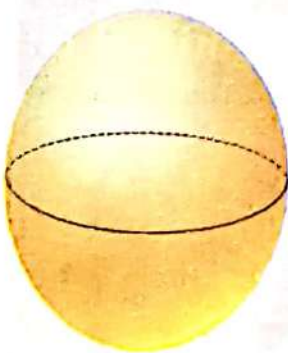
Flat shapes (Two-dimensional)

They are the shapes that have two-dimensions, such as **square**, **rectangle**, **triangle** and **circle**.



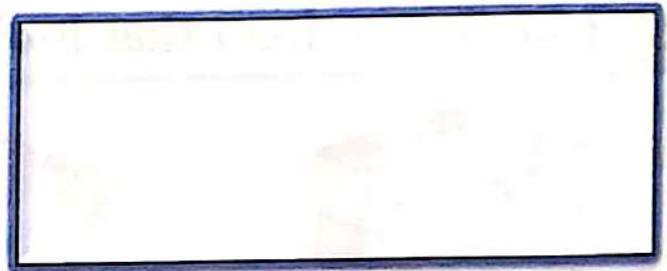
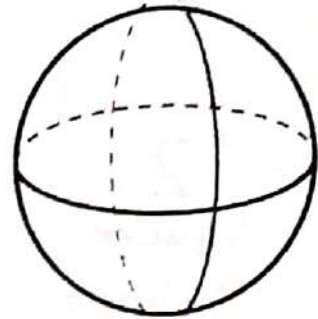
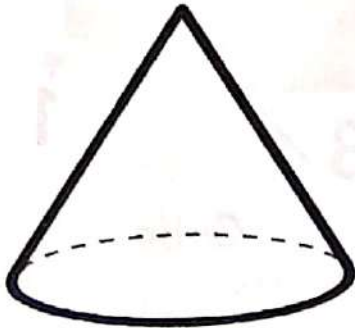
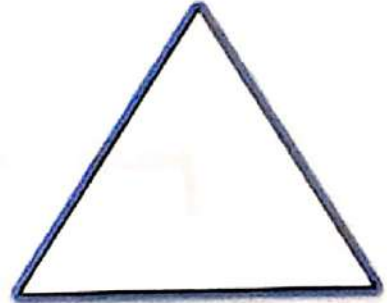
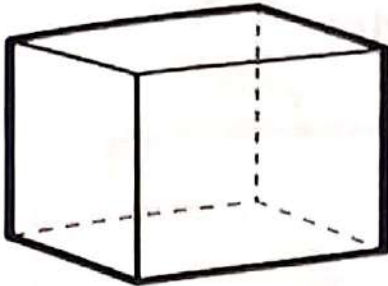
Solid shapes (Three-dimensional)

They are the shapes that have three dimensions, such as **cube**, **cone** and **sphere**.





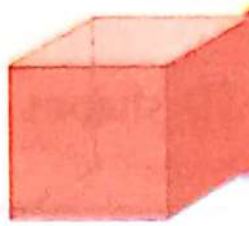
Color the 2D shapes in blue, and the 3D shapes in green:



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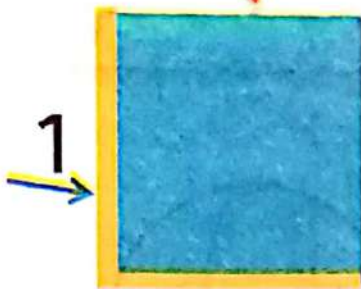
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Cube



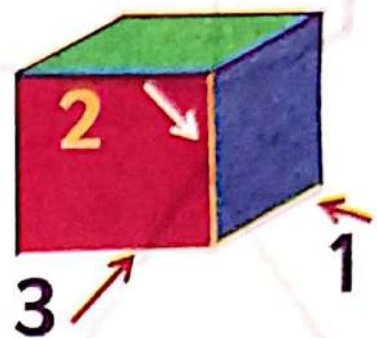
Notice the difference



Square

2D shape

(has 2 dimensions)



Cube

3D shape

(has 3 dimensions)



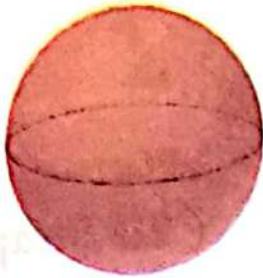
Circle the item that looks like a cube:





Sphere

Notice the difference



Sphere
(3D Shape)
has 3 dimensions



Circle
(2D Shape)
has 2 dimensions



Circle the item that looks like a sphere:



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Solid shape
(3D Shape)



Flat shape
(2D Shape)

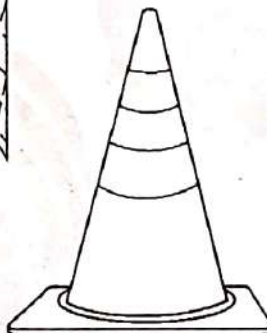
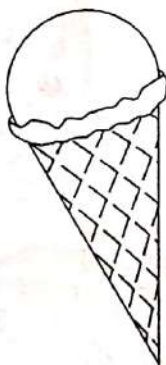
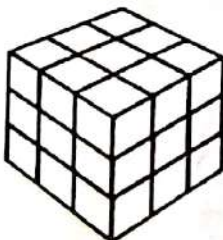


Flat shape
(2D Shape)

1 Choose:

- 1) When we look at the cone, it looks like a (triangle – square – circle).
- 2) The base of the cone is a (triangle – square – circle).

2 Color the shape that looks like a cone:



Activities

1 Match the shape to its name:



triangle



square



rectangle



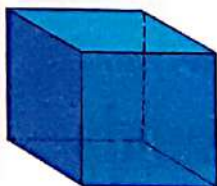
circle



cube






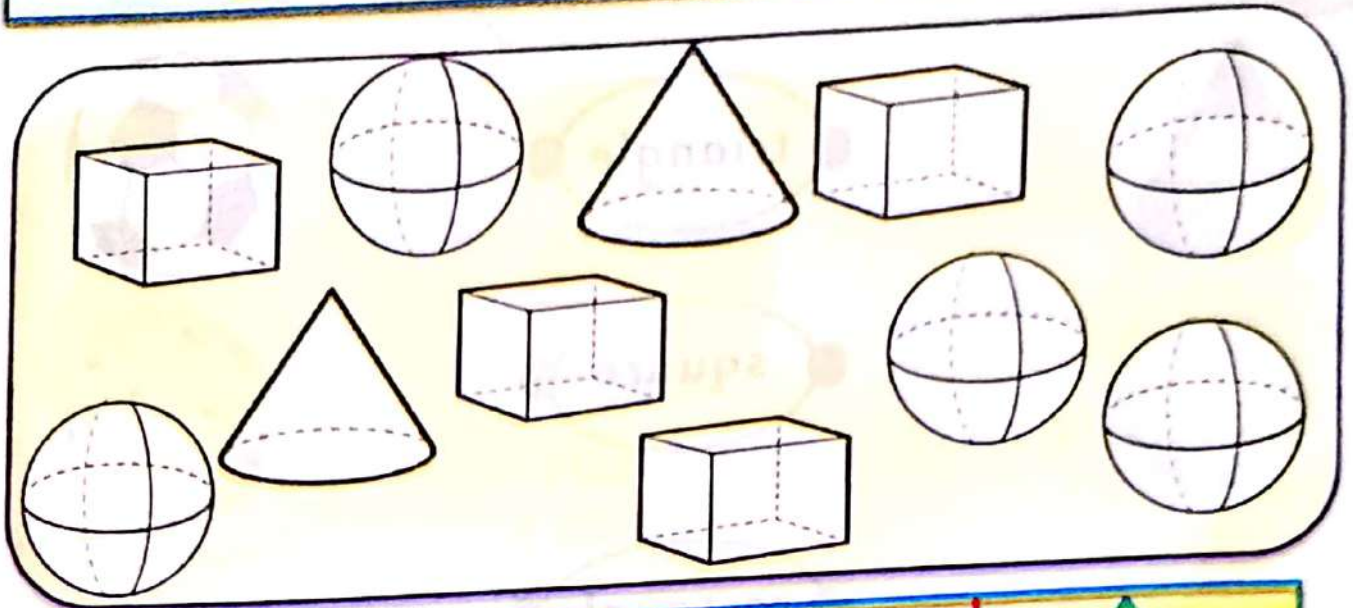
sphere






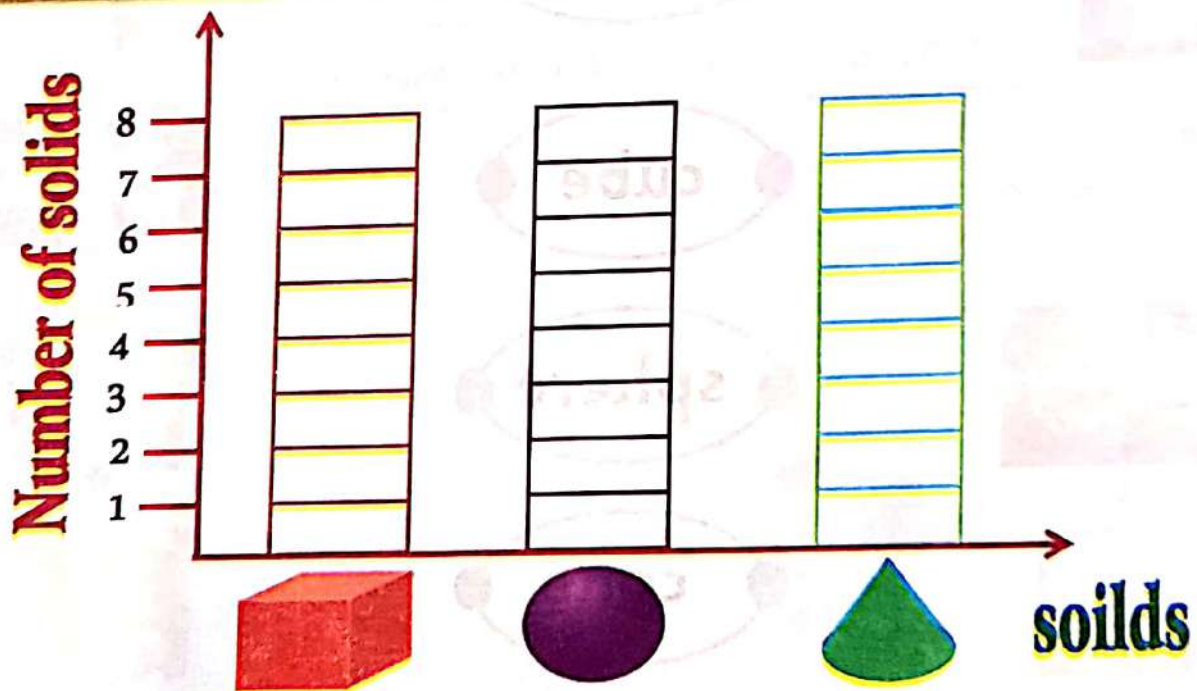
cone



2 Color the cube  in blue, the sphere  in yellow, the cone  in red, then complete the table and the bar graph:



Shape			
Number	4



Chapter (3)
Lessons
(89 - 90)

Money Notes

Outcomes

Students will:

- Participate in Calendar Math activities.
- Identify and sort LE 1, LE 5, and LE 10 notes.
- Identify the value of LE 1, LE 5, and LE 10 notes.
- Apply understanding of the value of money to solve problems.



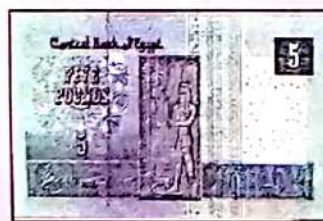
LE 1



LE 5



LE 10





Notice and learn



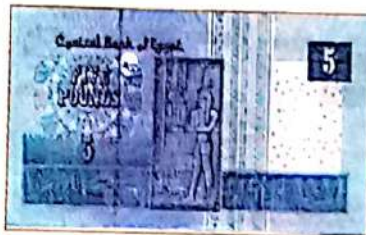
Notes



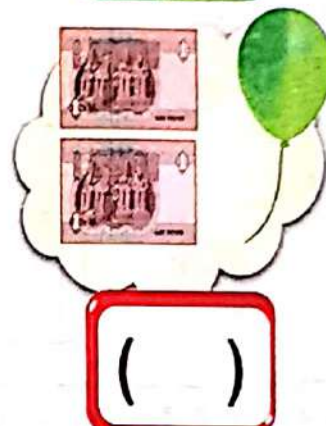
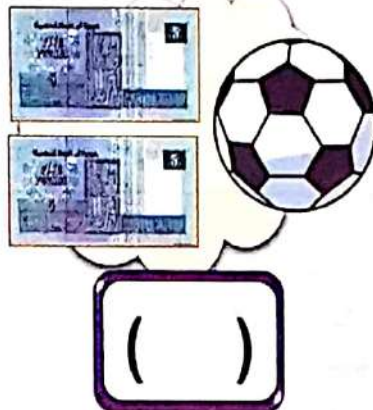
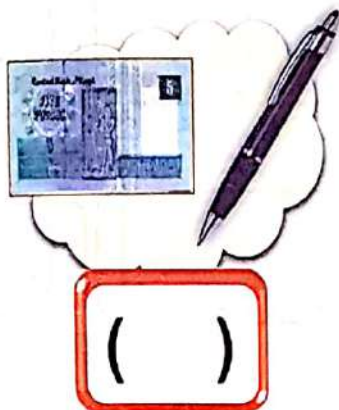
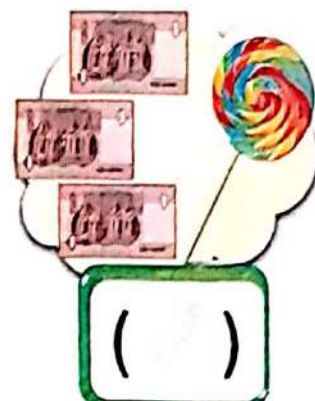
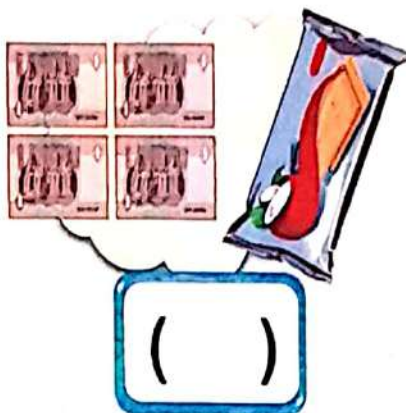
Coins

Activities

1 Match:



2 If you have only 5 pounds, put (✓) under what you can buy:



3 Match the equal amounts of money:



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4 If you have only 5 pounds, find the left if you buy each object:

3 pounds



(2)

2 pounds



(....)

4 pounds



(....)

1 pound



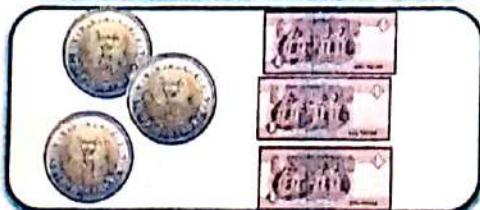
(....)

5 Write the amount:



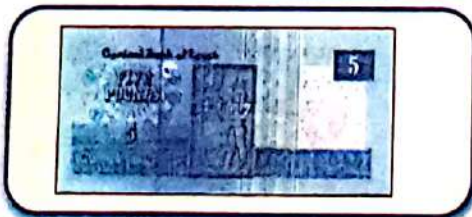
=

..... LE



=

..... LE



=

..... LE